DOCUMENT RESUME

ED 391 793 SP 036 462

AUTHOR	Burch, Marti L.; Keilberg, Tamara
TITLE	It's a Neon "Thang!" Teaming from A (Attitude) to Z (Zeal).
INSTITUTION	Birdville Independent School District, TX.
PUB DATE	95
NOTE	101p.; Paper based on this guide presented at the National Middle School Association Conference and Exhibit (New Orleans, LA, November 1-4, 1995).
AVAILABLE FROM	Neon Team, Haltom Middle School, 5000 Hires Drive, Fort Worth, TX 76117.
PUB TYPE	Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Curriculum Design; *Curriculum Development; Fused Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Strategies; Middle Schools; *Teaching Methods; *Teaching Models; *Team Teaching; Teamwork
IDENTIFIERS	Fort Worth Independent School District TX; *Teacher Collaboration; Texas (Fort Worth)

ABSTRACT

Teaming incorporates an ever expanding curriculum, without an overlapping of subjects, by a collaboration of teachers and students learning from one discipline to another. Through the teaming approach to teaching, the child gains from the emotional, motivational, and enrichment of interrelationships of different subject teachers. Stimulation for teachers is provided by closer association among colleagues who use varied styles, strategies, and techniques aimed at shared goals and communication. This publication is a guide for team teaching from a program entitled "Nobody Else Outshines Neons" (NEON). The goal of the approach is to share and combine expertise and curriculum objectives to integrate a discipline into interesting and entertaining units, through a mutual set of procedures that are consistent throughout the day, regardless of individual personalities, styles, and disciplines. The publication includes exercises, curriculum suggestions, suggested teaching methods, poems, selections from literature, and other background material on successful team teaching. The "Neon Sam: Student-Parent Assignment Manual" is included. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 391 793

It's a NEON Thang!

Teaming from A(attitude) to Z(Zeal)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M Burch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Neon Team
Haltom Middle School
5000 Hires Drive
Fort Worth, TX 76117
817-831-5841
Internet:
Marti_Burch@qm.birdville.k12.tx.us
Tamara_Kellberg@qm.birdville.k12.tx.us

S163462

Teammate

Teammate, you are special.
You are true dedication from the heart and soul.
You take risks of trying new ideas,
Letting go of the old--accomplishing our goal.

Not being afraid to be creative,
Self confident of your own strengths,
And feeling good about sharing them with you teammates
At any lengths.

You are conscious of your own operations,
Take action and get the job done.
You take and give criticism frequently, frankly and
comfortably without evidence of
Personal attack to anyone.

You recognize that different personalities are a plus,
And capitalize on the expertise of all.
you say "good idea" as well as "good job",
And on shortcomings, one appology accepted...
Is accepted for the fall.

Consistency is the utmost, even if it means
Adjusting personality and style.
Teammate, our students are the greatest,
And it is because of you they smile.

Marti L. Burch

Teaming from A(attitude) to Z(zeal)

It's a MEOW Thang

A -- Attitude. If you have a *golden* one, your day goes much better.

B -- Bloom's Taxonomy. What a life saver it is for a team and its curriculum.

C -- Collaborative effort and cooperative learning prepare students for the work place.

D -- Discipline plan. Have one that the whole team agrees to and is flexible enough for each individual (both teacher and student).

E -- Effective classroom management. There are 21 things you can do.

F -- Fun! Fun! Fun! You gotta *luv* what you're doing with your team, both teachers and students.

G -- Goal setting. When you set standards and ideals together for your team, it gives all of you something for which to strive.

H -- Hands on learning . Make class activities relevent to the "real world".

I -- Interdisciplinary curriculum pulls all subject matter together with a mutual theme.

J -- Jubliance is achieved when students apply one subject to another easily.

K -- Kids first! All should share this mutual feeling and work on putting own problems after those of the students.

L -- Leadership. As a team, strong leadership from its teachers sets good examples for students.

M -- Motivation and enthusiasm for learning shows

through varied instructional materials, techniques, and personalities.

N -- Nurturing. Teams get their fair share though a cooperative team of teachers.

O -- Opportunity for achievement of students through flexible grouping and scheduling options.

P -- Parents gain confidence in school with established communication between the team of teachers and themselves.

Q -- Quizes and tests are coordinated so students don't go into overload on any one day.

R -- Resources, teaching tools, and instructional techniques are shared by all.

S -- Student/teacher relationships improve through sense of belonging to an established team with identity.

T -- Team-initiated advisory groups help with day to day self esteem building.

U -- Unanimity. All must agree to disagree and be unified in your final decision.

V -- Varied subject areas are not overlapped due to regular agenda day for lesson plans.

W -- Whole. The whole student is addressed and nourished through cooperative, successful teaming concepts.

X -- *Xtra* amounts of consideration for each other makes a team unite as one.

Y -- Yield signs start the disciplinary procedure and usually stops the behavior.

Z -- Zeal and passion are gained toward getting to start the whole process over the next year.

Marti L.Burch

Philosophy
OF TEAMING

Teaming incorporates an ever expanding curriculum without an overlapping of subjects, by a collaboration of teachers and students learning from one discipline to another. Through the teaming approach to teaching, the total child gains from the emotional, motivational, and enrichment of interrelationships of different subject teachers. Stimulation is provided by closer association among colleagues who use varied styles, strategies, and techniques through shared goals and communication.

Marti L. Burch

Neon Philosophy

We place the welfare of the child first with a loving, professional approach to all team, home, and school efforts to educate the child. Our expertise and curriculum objectives are shared and combined to integrate our disciplines into interesting and fun units, through a mutual set of procedures that are consistent throughout the day, regardless of our own personalities, styles, and disciplines.
We work together to prove that...

NOBODY ELSE OUTSHINES NEONS.

Marti L. Burch

TEACHERS INTERDISCIPLINARY TEAMING WRAP-UP A' LA BLOOM

KNOWLEDGE

In you own words, define Interdisciplinary Teaming

COMPREHENSION

Explain how Interdisciplinary Teaming could be used in your classroom to help students reach learning goals and develop social skills.

APPLICATION

Review your notes on Interdisciplinary Teaming and write a summary statement of the characteristics of an effective interdisciplinary team.

ANALYSIS

Infer ways that Interdisciplinary Teaming in the Schools is compatible with teaming in the workplace.

SYNTHESES

Design a marketing plan to promote the teaming concept with your students, parents, and school administrators.

EVALUATION

Determine three reasons an interdisciplinary team might be successful and three reasons the same team might be unsuccessful.

THE TEAM

Characteristics of an Effective Team

The atmosphere tends to be informal, comfortable, and relaxed.

There is alot of discussion in which virtually everyone participates, but it remains pertinent to the task of the group.

The task or objective of the group is well understood and accepted by the members. There will have been free discussion of the objective at some point until it was formulated in such a way that the members of the group could commit themselves to it.

The members listen to each other. Every idea is given a hearing. People do not appear to be afraid or being foolish by putting forth a creative thought even if it seems fairly extreme.

There is disagreement. Disagreements are not suppressed of overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than to dominate the dissenter.

Most decisions are reached by a kind of consensus in which it is clear that everyone is in general agreement and willing to go along. Formal voting is at a minimum; the group does not accept a simple majority as a proper basis for action.

Criticism is frequent, frank, and relatively comfortable. There is little evidence of personal attack, either openly or in a hidden fashion.

People are free in expressing their feelings as well as their ideas both on the problem and on the group's operations.

When action is taken, clear assignments are made and accepted.

The chairman of the group does not dominate it, nor on the contrary does the group unduly defer to his, In fact, leadership shifts from time to time depending upon the circumstances. There is little evidence of a struggle for power as the group operates. The issue is not who controls but how to get the job done.

The group is conscious of its own operations.

PROFILE OF A TEAM MEMBER

An Effective Team Member

- HAS A POSITIVE, ENCOURAGING ATTITUDE.
- IS FRIENDLY.
- IS A GIVER.
- IS STRONG, DOESN'T INTIMIDATE, AND WON'T BE INTIMIDATED BY OTHERS.
- IS FLEXIBLE.
- HAS NEEDED SKILLS.
- IS NOT JEALOUS.

"Do You Ever" Inventory

DIRECTIONS: Read each statement and answer either "Yes" or "No". Check "Yes" if the statement is *ever* true for you. Check "No" if the statement is *never* true for you.

Yes	No		
___	___	1.	Do you ever walk by a problem and pretend you don't see it in order to avoid having to get involved?
___	___	2.	Do you ever get "caught up" in the reasons why something won't work instead of focusing your time and energy on getting the task done?
___	___	3.	Do you ever spend a lot of time talking about trying instead of actually doing?
___	___	4.	Do you ever stand around watching the same problem play havoc over and over when you could be part of the solution?
___	___	5.	Do you ever blame others or circumstances to justify your inaction?
___	___	6.	Do you tend to join in with the moaning and groaning?
___	___	7.	When a problem is bigger than you, yet involves you, do you ever stay out of it by reasoning, "Why should I?...I don't need another headache?"
___	___	8.	Do you ever find yourself complaining about "this place" and "those people"?
___	___	9.	Do you ever procrastinate on important things you should be doing on the job?
___	___	10.	Do you ever find yourself complaining about things you have absolutely no control over like traffic and short staffing?
___	___	11.	Do you ever think, "This place would be better if...," and, at the same time, fail to include yourself in what could be done to make things better?
___	___	12.	Do you ever get down own the organization and find yourself hard pressed, on some days, to say something good?
___	___	13.	Do you ever talk more to your co-workers about what's wrong with your joy and the organization than about what's right?
___	___	14.	Do you ever see your day as one big hassle and find yourself loaded down with stress and aggravation?
___	___	15.	Do you ever have a hard time accepting changes and find yourself dragging your feet?
___	___	16.	Do you find yourself bogged down with what you can't do instead of moving ahead on what you can do?

MORALE TAKERS

1. NEGATIVISM

___ It will never work.
___ This place is the pits!
___ We've tried it before.
___ No one cares.
___ Things will never change.
___ I can't wait until Friday!
___ It's not like it used to be.
___ I don't need all this aggravation.
___ I'm not changing!
___ What's wrong with the way we used to do it?
___ I'd like to quit!
___ Nothing ever goes right.

2. COMPLAINING

___ No one ever asks what we think.
___ I hate Mondays!
___ There's never enough staff.
___ No one appreciates what you do.
___ They *act* like they're listening.
___ Why do *I* have to do it?
___ I don't have time.
___ I wish she'd disappear.
___ Why now...can't it wait?
___ Whose big idea was this anyway?
___ He's a jerk!
___ I dread coming in here everyday.

3. MAKING EXCUSES

___ I didn't have enough time.
___ Nobody told me.
___ I'm having a bad day.
___ I forgot.
___ I'm sick.
___ I didn't see it.
___ I thought someone else was taking care of it.
___ That's not my job.
___ I didn't know what you meant.
___ I never got it.
___ I was waiting for an okay.
___ They don't have to...why should I?
___ It's impossible.

4. RESISTING RESPONSIBILITY

___ I'm not getting paid to do it.
___ It's not my job.
___ Why doesn't someone fix it?
___ Why should I...I didn't cause the problem.
___ I've been complaining about this for years.
___ I didn't think it was up to me.
___ Don't blame me.
___ it's not *my* problem,
___ Let *them* figure it out.
___ I'm staying out of it.
___ *They're* the problem.

MORAL MAKERS

1. POSITIVISM

___ Let's try it.
___ I want it to work.
___ Together I know we can do it.
___ It's going to be a great change.
___ I'll make time.
___ It's going to be an adventure getting through this.
___ I see a lot of good things happening.
___ People *do* care.
___ I love my job.
___ This is a good place to work.
___ The people here are great.
___ It's a lot of hard work, but it's going to be worth it.

2. CONTRIBUTING

___ We can do it, if we work together.
___ Let's focus on what we *can* do... not what we can't.
___ I enjoy working with you.
___ I have a new idea that might help.
___ There's a real opportunity for something good to come out of this.
___ It could be a lot worse.
___ We need to support each other.
___ Let's stop spinning our wheels and get moving.
___ I can see her point.
___ Let's get the facts first.
___ Who am I to judge?
___ If I'm not part of the solution, I'm part of the problem.

2. TAKING ACTION

___ It's up to me.
___ I'll fix it.
___ This place belongs to all of us.
___ It's the patient that counts.
___ I'll get the ball rolling.
___ I'll take care of it.
___ You can consider it done.
___ Whatever it takes...I'll do it.
___ I'll find the time.
___ I won't let you down.
___ I'm committed.
___ I'll get you the answer.

4. TAKING RESPONSIBILITY

___ I Need to get involved.
___ It's my problem too.
___ I've been sitting on this long enough.
___ It was my slip up... I'll take care of it.
___ I'll do whatever I can to make it work.
___ I'm not going to let that stop me.
___ I'm going to stick with it until it's resolved.
___ It's up to me to take the first step.
___ It's not a time to blame.
___ The "buck" stops with me.
___ I'm going to dive in and see what happens.
___ I can do a lot more to help.

10 PLUS 15

Criteria To Determine How Well You Would Fit into The Teaming Concept

DIRECTIONS: Use this self-check quiz to determine your potential as a middle school teacher working on an interdisciplinary team. Place a mark in the appropriate column on the left and remember to give yourself the benefit of the doubt!

YES	NO	
___	___	**1.** Understand your own strengths and weaknesses as a person?
___	___	**2.** Understand your own strengths and weaknesses as a teacher?
___	___	**3.** Interact constructively with other adults?
___	___	**4.** Interact constructively with young adolescents?
___	___	**5.** Feel as a teacher you are approachable, responsive, and supportive to your peers and colleagues?
___	___	**6.** Feel as a teacher you are approachable, responsive, and supportive to your students?

Criteria To Determine Fitting Into The Teaming Concept

YES	NO	DO YOU
___	___	**7.** Readily acknowledge the physical, intellectual, social, and emotional needs/characteristics of early adolescence?
___	___	**8.** Regularly apply different and varied methods/activities in the teaching/learning process?
___	___	**9.** Regularly use group processes and group learning techniques?
___	___	**10.** Organize your curriculum in a way that facilitates the interdisciplinary approach to instruction?
___	___	**11.** Willingly counsel an individual student with an identifiable need?
___	___	**12.** Design and conduct group activities that capitalize on individual differences and learning styles of students?
___	___	**13.** Have the skills required to work in cooperative teaching situations--with other teachers, paraprofessionals, and resource persons?
___	___	**14.** Accept the responsibility of multidisciplinary instruction in planning thematic and coordinated studies with other teachers?
___	___	**15.** Seek out and enjoy teaching subjects outside of your own area of specialization?
___	___	**16.** Readily acknowledge there are many ways--not "just my way" of teaching students?
___	___	**17.** Recognize that team members will have differences, disagreements, and conflicts, but also understand that these can and should be resolved?
___	___	**18.** Believe in weekly team plans and meetings?

Criteria To Determine Fitting Into The Teaming Comcept

YES NO DO YOU...

___ ___ **19.** Display a tactful honesty and willingness to work and plan together with team members?

___ ___ **20.** Demonstrate a willingness to utilize differences between, as well as similarities among, team members?

___ ___ **21.** Demonstrate a realization that your subject area is of no more or less importance than other subjects?

___ ___ **22.** Demonstrate a realization that ability grouping may not be compatible with interdisciplinary team teaching?

___ ___ **23.** Agree that team members ought to be flexible in individual scheduling to meet a particular student's needs?

___ ___ **24.** Display an interest in (not necessarily an understanding of) other academic subjects?

___ ___ **25.** Show a sensitivity to the feelings of the other team members? (Can you eliminate petty and/or personal "gripes" that may interfere with the rimary objectives of interdisciplinary team teaching?)

SCORING: Give yourself one point for every YES response.

20 - 25 You are definitely a middle school person.
15 - 19 You are definitely leaning towards a middle school commitment.
10 - 14 You are mildly interested in learning more about middle schools.
0 - 10 You are really an elementary or high school teacher at heart.

© 1993 by Incentive Publications, Inc., Nashville, TN

Positive Points

1. Effective means for teaching team expectations during the first weeks of school.
2. A work-oriented but student-focused classroom climate.
3. Clear and reasonable expectations, standards, and tasks consistently reinforced by all team members
4. Positive climate throughout.
5. Steps for success rather than rules (do nots)
6. Manageable activities organized to minimize confusion through clear directions and smooth transition from one activity to the next.
7. Student input and involvement.
8. Continual positive feedback and praise.
9. A variety of class activities based on students' strengths.
10. Attempts by the team to encourage and motivate students by taking a personal interest in each student.
11. Teacher enthusiasm and love of the students and teaching.
12. A focus on relevant, hands on learning.

Source: N. A. Connors

Culture

is

"the way we do

things around here."

Climate

is

"The way we feel about

Things around here."

Source: Dr. J. Howard Johnston

Key Elements of School Climate

RESPECT

- represents a belief in and value for the rights, contributions, feelings, and motivations of others.

MUTUAL SUPPORT

- represents a belief in and value for the power of working collaboratively.

COHESIVENESS

- indicates a belief in and value for being part of a group and feeling affiliated with group goals.

TRUST

- is an expression of a belief in and value for reliability, predictability, and honesty in relationships and interactions.

COMMITMENT TO EXCELLENCE

- conveys a belief in and value for the importance of assuming personal responsibility to achieve individual, group, or organizational excellence and to align personal actions with the core values and beliefs of the organization.

Student Connections

Young adolescents are the most vibrant, energetic, and fun students to challenge. As one teacher stated "I'm addicted to these kids. Where else can you get paid to experience stand-up comedians on a daily basis." Yes, these students are the best. That's why they need the ***BEST*** teachers. As you work with your students just remember they need:

- To express their opinions and feelings openly
- Opportunities to laugh
- Limits set
- Opportunities to be successful
- Positive role models
- Support from adults
- Accurate information about what is expected of them
- Discipline
- Permission to fail—Learning failure is not fatal
- Concrete experiences
- Adults that like early adolescents
- Variety
- Consistency
- To be respected
- Encouraged to be responsible
- To be trusted
- To be "Hugged" and Loved!

Remember to live every day to the fullest and enjoy your students!

Source: N. A. Connors

Student Connections

Students know what makes them feel successful or good about themselves. Here's what they say:

- **Smile when you see me.**
- **Call me by my name.**
- **Listen to me when I talk.**
- **Let me know that you missed me when I was absent.**
- **Recognize my own special talents, even if they do show up on my report card.**
- **Praise me when I do something right.**
- **If you do not like something that I do, help me understand that you still like me as a person.**
- **Show me that I have a lot of options for the future, and that I can set my own goals.**
- **Encourage me to aim high.**

Try to reach each student with at least one of these esteem builders every day. They build stronger people and stronger communities.

Author: The Human Connections Institute, Inc.
237 West Walnut Street - Suite 2J
Long Beach, NY 11561

Ask the Students

Appendix—Discipline Survey

Directions: Select only one response for each question. Ask your teacher for help if you don't understand the question.

Current Student Survey

Key—SD = Disagree; D = Disagree; N = No opinion; A = Agree; SA = Strongly Agree

1. Grade Level. 5_____ 6_____ 7_____ 8_____
2. Sex. M_____ F_____ ___
3. Age. 10_____ 11_____ 12_____ 13_____ 14_____

Discipline Survey

4.	I know how my teachers expect me to act.	SD	D	N	A	SA
5.	I know what will happen if I don't behave properly.	SD	D	N	A	SA
6.	Most of my teachers have fair rules and guidelines.	SD	D	N	A	SA
7.	Our school teaches us to be responsible for our actions.	SD	D	N	A	SA
8.	Students in our school respect each other.	SD	D	N	A	SA
9.	Discipline at our school is: A. *Too* strict B. *Just* right C. *Not* strict enough			A	B	C
10.	I feel safe at this school.	SD	D	N	A	SA
11.	The students in my class behave in such a way that I can learn.	SD	D	N	A	SA
12.	I feel that what I'm learning at this school is appropriate for my age group.	SD	D	N	A	SA
13.	Suspension from school is appropriate for students who break important rules.	SD	D	N	A	SA

Students should be suspended from school for:

14.	Damaging property.	SD	D	N	A	SA
15.	Injuring another person.	SD	D	N	A	SA
16.	Truancy.	SD	D	N	A	SA
17.	Having or using alcohol, drugs, or cigarettes.	SD	D	N	A	SA
18.	Too much teasing (harassment) of others.	SD	D	N	A	SA
19.	I would rather be kept in school but not attend classes than be suspended and sent home for the day.	SD	D	N	A	SA

I feel the following are serious problems among students at our school:

20.	Drug use.	SD	D	N	A	SA
21.	Alcohol.	SD	D	N	A	SA

22.	Cigarettes (smoking).	SD	D	N	A	SA
23.	Sexual behavior.	SD	D	N	A	SA
24.	Vandalism—destruction or theft.	SD	D	N	A	SA
25.	I feel that there is at least one adult in school who will listen to me if I have problems.	SD	D	N	A	SA
26.	The teachers are concerned about me as a person, not just how good a student I am.	SD	D	N	A	SA
27.	I generally feel happy at school.	SD	D	N	A	SA
28.	I feel I can get help from teachers to make better decisions about my life.	SD	D	N	A	SA
29.	I feel it's OK to talk to teachers about my problems.	SD	D	N	A	SA
30.	I can solve my own problems most of the time.	SD	D	N	A	SA
31.	I believe there is at least one teacher in this school who knows me well.	SD	D	N	A	SA
32.	It is easy for me to get help with my problems at school.	SD	D	N	A	SA
33.	I believe that I have learned to deal with some of my problems better because of what I have learned in school.	SD	D	N	A	SA
34.	Some of my classwork has helped me to understand myself better.	SD	D	N	A	SA
35.	Some of my classes have helped me to get along better with other people.	SD	D	N	A	SA
36.	I feel that my parents and the school are working together to help me.	SD	D	N	A	SA
37.	I have someone at home to talk to if I have a problem.	SD	D	N	A	SA
38.	If I ask my teachers, they are willing to give me individual help outside of class time.	SD	D	N	A	SA
39.	I get along well with people who are different from me.	SD	D	N	A	SA
40.	I am more able to understand how to get along with others than when I first entered this school.	SD	D	N	A	SA
41.	I believe that my experiences at this school are helping me to understand why people act the way they do.	SD	D	N	A	SA
42.	When I have a complaint or problem, I go to:	A	B	C	D	E
	A. Teacher B. Social Worker C. Nurse D. Principal E. Another Student					
43.	In school, I usually do my best.	SD	D	N	A	SA
44.	My teachers make sure I understand what they teach in class.	SD	D	N	A	SA
45.	Regardless of my grades, I'm learning a lot this year.	SD	D	N	A	SA

Developed by: Dr. Sherrel Bergmann through NASSP, 1904 Association Drive, Reston, Virginia 22091

Are You A W.H.O.L.E. Teacher?

To educate the whole child, as Dewey recommends, **YOU** must be a W.H.O.L.E. (Wanting Healthy, Optimistic Living **Everyday**) teacher. You must focus on the "W.H.O.L.E." YOU daily. A W.H.O.L.E. teacher concentrates on every area of life; physical, intellectual, emotional, and social.

In researching **OUTSTANDING TEACHERS for the past 5 years**, I discovered common characteristics among them. Through surveys, observations, and interviews, I have found reasons why these teachers enjoy their job and life. Compiling my findings, I have structured the common traits into a self-examination to obtain an overall "WHOLENESS" SCORE. How do you rate?

Read each statement carefully. Answer true or false to each item. If you have any doubts or you're thinking "sometimes," you are to mark the item false. **BE HONEST.**

For a variation, have team members or colleagues complete the exam about **YOU** then compare your own results with their conclusions. Also, encourage colleagues to see how W.H.O.L.E. they are. Let us know about your results, opinions, or any additions you would make.

Physical Wholeness

___ 1. I have a **COMPLETE** physical examination every 1-3 years.
___ 2. I **DO NOT** drink coffee, soda, or any caffeinated products.
___ 3. I **DO NOT SMOKE.**
___ 4. I am 5 pounds within my ideal weight.
___ 5. I exercise 5-7 days every week.
___ 6. I maintain a healthy eating plan of fruits and vegetables, avoiding **overindulgence** of fats, junk foods, and sweets.
___ 7. I have regular sleeping habits and sleep between **5-8 hours daily.**
___ 8. I have my cholesterol level and blood pressure checked regularly and under control.
___ 9. I have **7 or fewer** alcoholic drinks per week.
___ 10. I practice good safety habits and **ALWAYS** wear a seat belt.

Intellectual Wholeness

___ 11. I read current articles, periodicals, and professional material weekly.
___ 12. I have a love for learning and look forward to learning new information.
___ 13. I take 5-30 minutes to reflect, meditate, and/or pray every day.
___ 14. I can admit that "I DO NOT KNOW" the answer.
___ 15. I see **CHANGE** as an adventure and a positive challenge.
___ 16. I am always willing to try something new and learn from mistakes.
___ 17. I maintain a journal to record weekly feelings, ideas, and information learned.
___ 18. I am a positive role model for my students and colleagues.
___ 19. I believe all kids **CAN** learn and I enjoy working with students.
___ 20. I enjoy conducting presentations and sharing successful strategies with my colleagues.

Emotional Wholeness

___ 21. I **LOVE MY JOB** and look forward to going to work everyday.
___ 22. I have a personal plan to avoid and/or reduce stress.
___ 23. I have a healthy sense of humor and **LOVE** to **LAUGH DAILY.**
___ 24. I can laugh at my own mistakes and blunders.
___ 25. I know how to **PLAY** and can release the child within me.
___ 26. I am truly thankful for every day of life and live every day with an "**attitude of gratitude.**"
___ 27. I respect **ALL** races, cultures, and backgrounds, and have compassion for **ALL** human beings.

___ 28. I know that I am responsible for and control my own world, decisions, and choices.
___ 29. I **LOVE being me** and respect myself.
___ 30. I live with integrity.

Social Wholeness

___ 31. I am a team player at work and in life.
___ 32. I have a positive home and family life.
___ 33. I have a sound social support system and true friends.
___ 34. My colleagues enjoy being around and working with me.
___ 35. I have high expectations for myself.
___ 36. I have dreams that I have **written** into goals and work toward daily.
___ 37. I have a **"DO IT NOW"** philosophy and avoid procrastination.
___ 38. I am organized and take time to plan every day and every week.
___ 39. I will go the "extra mile" to help a student or colleague succeed.
___ 40. I have a **POSITIVE MENTAL ATTITUDE** (PMA) toward my personal and professional life.
___ 41. I "seek first to understand" others before I try to be understood.
___ 42. I am known for my energy and enthusiasm at work and in life.
___ 43. I take 10 deep breaths, 3 times per day to oxygenate my cells.
___ 44. I would like to be a student in my class, a faculty member in my school, or an employee in my office.
___ 45. I **NEVER** forget what it was like to be a STUDENT.
___ 46. I am **NOT** critical of others.
___ 47. I take 10-55 minutes just for **"ME TIME"** (time to spend for me and only me) every day.
___ 48. I am a **FORGIVING** person and **DO NOT** hold grudges.
___ 49. I am **NOT ARGUMENTATIVE.** I listen, negotiate, and/or compromise.
___ 50. I am **PROUD TO BE A TEACHER AND EDUCATOR.**

Now add up your **"true"** responses. Determine your **WHOLENESS** according to the following scale:

42-50 ***OUTSTANDING!** You definitely are a W.H.O.L.E. teacher. You need to share your successes with your colleagues and with the readers of *"Positive Connections."*

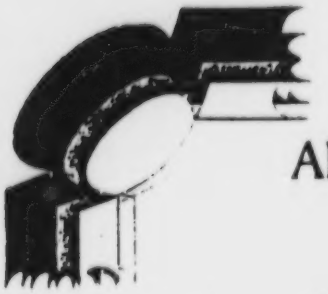
33-41 ***GOOD!** You are moving in the right direction. You have areas needing improvement. Go back through the questions and focus on your "false" answers. Take time to plan ways to improve. You are almost **W.H.O.L.E.**—don't give up. You are worth the effort.

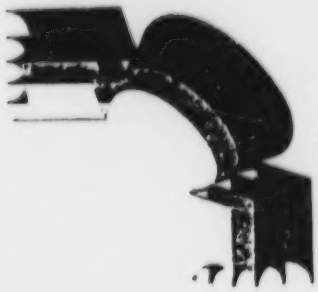
24-32 ***FAIR!** Be concerned! Your students and colleagues need you at your best and obviously you are not. You have areas needing improvement. It is time to develop a "self-improvement" plan and take action. You only have one life—why not live it to the fullest as a growing, nurturing person. Look deep within yourself and think about the important profession you represent. Today is the day to change for the positive.

0-23 ***VERY POOR!** You must be an unhappy person. If your life is lacking in this many areas, you are definitely not enjoying your job or life. You need to determine the areas causing the most pain in your life and prioritize a list of improvements. Again, develop a "self-improvement" plan and begin working in one area at a time. I would also recommend that you get some major support through friends or a professional counseling service. You are important and worth taking the time to improve. **Most importantly, feel free to send us a copy of your exam and any questions/concerns you may have so we can help you with your plan and offer suggestions.**

*Neila A. Connors, **YOUR POSITIVE CONNECTION**, Post Office Box 3809*
Tallahassee, Florida 32315-3809, Phone (904) 562-1959 or FAX# (904) 562-1795

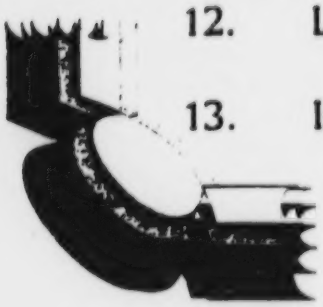
BEST COPY AVAILABLE

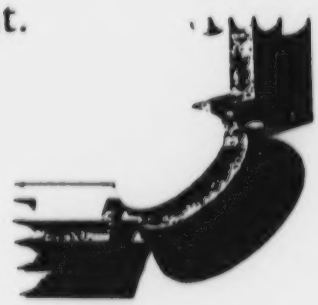




AN EFFECTIVE CLASSROOM MANAGER:

1. Shares ideas and feelings.
2. Tries to understand the needs and feelings of others.
3. Listens to what students say.
4. Gives AND receives.
5. Cooperates, empathizes, and negotiates.
6. Never argues with an early adolescent.
7. MANAGES THE CLASSROOM!
8. Explains desirable behavior.
9. Communicates specific expectations.
10. Guides every student toward success.
11. Respects students.
12. Looks for the "good" in each student.
13. Is FAIR!





14. Never reacts in anger.

15. Concentrates on the discipline (lesson) rather than on the punishment.

16. Focuses on the POSITIVE!

17. Tries to communicate with parents.

18. Greets each day with a "it's a new day attitude!"

19. Incorporates "steps for success" rather than rules into the classroom.

20. Remembers the characteristics of early adolescents and that the "times are a'changing."

21. DOES NOT USE THE ACADEMICS AS PUNISHMENT!

Source: N. A. Connors

Communication is Extremely Important When Dealing with Early Adolescents!

COMMUNICATION IS A **TWO-WAY** AFFAIR.

TEACHERS AND STUDENTS MUST BE ABLE TO:

1. SHARE IDEAS AND FEELINGS.
2. INTERPRET THE FEELINGS AND NEEDS OF OTHERS.
3. LISTEN TO OTHERS.
4. GIVE AND RECEIVE—**CARE!**

Three Conditions for Teaching Self-Discipline and Responsibility

1. Unqualified LOVE

2. Clear, specific FEEDBACK

3. Natural and Logical CONSEQUENCES provided with FIRMNESS, DIGNITY AND RESPECT

The Keys to Effective Classroom Management Include:

1. Administrative support.
2. Team planning and consistency.
3. Positive school climate.
4. Positive attitudes.
5. Teachers AND PRINCIPALS that care!
6. Alternatives to suspension and corporal punishment!
7. School-wide philosophy.
8. Teaching strategies.

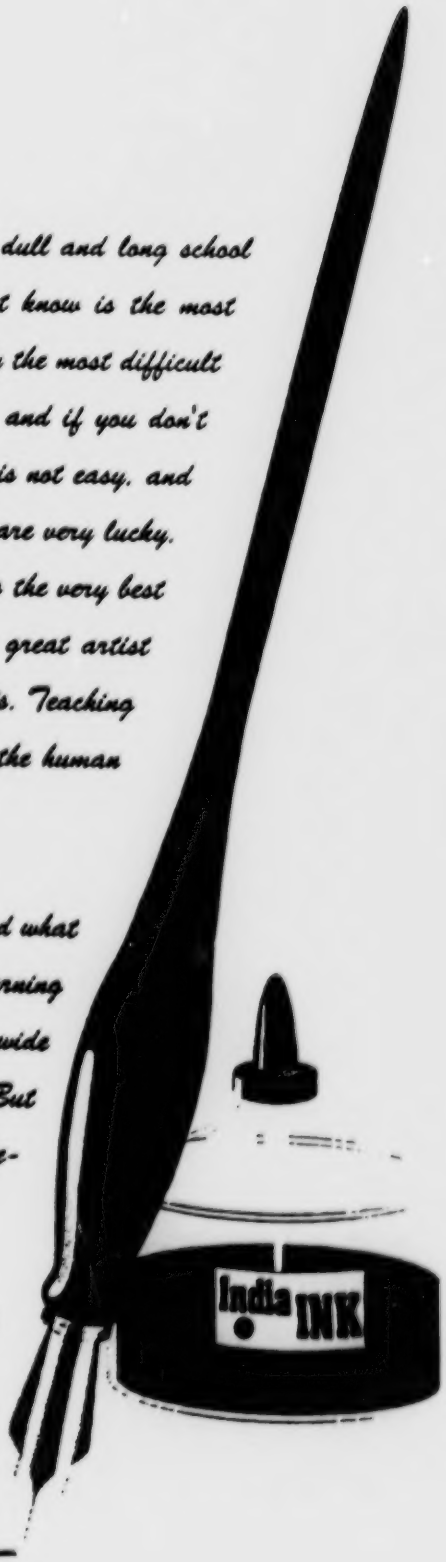
Source: N. A. Connors

On Teaching

It is customary for adults to forget how hard and dull and long school is. The learning by memory all the basic things one must know is the most incredible and unending effort. Learning to read is probably the most difficult and revolutionary thing that happens to the human brain, and if you don't believe that, watch an illiterate adult try to do it. School is not easy, and it is not for the most part very much fun, but then, if you are very lucky, you may find a teacher. Three real teachers in a lifetime is the very best of luck. I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

My three had these things in common—they all loved what they were doing. They did not tell—they catalyzed a burning desire to know. Under their influence, the horizons sprung wide and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and very precious.

John Steinbeck



Partners in Learning

I dreamed I stood in a studio, and watched two sculptors there. The clay they used was a young child's mind, and they fashioned it with care.

One was a teacher, the tools she used were books and music and art. One was a parent with a guiding hand and a gentle loving heart.

Day after day the teacher toiled, with a touch that was deft and sure, while the parent labored by her side and polished and smoothed it over.

And when at last their task was done, they were proud of what they had wrought. For the things they had molded into the child would neither be sold, nor bought.

And each agreed he would have failed, if he had worked alone. For behind the parent stood the school; and behind the teacher the home.

Anonymous

"Wanted... Involved and Effective Parents... No Experience Necessary On-the-Job Training Provided"

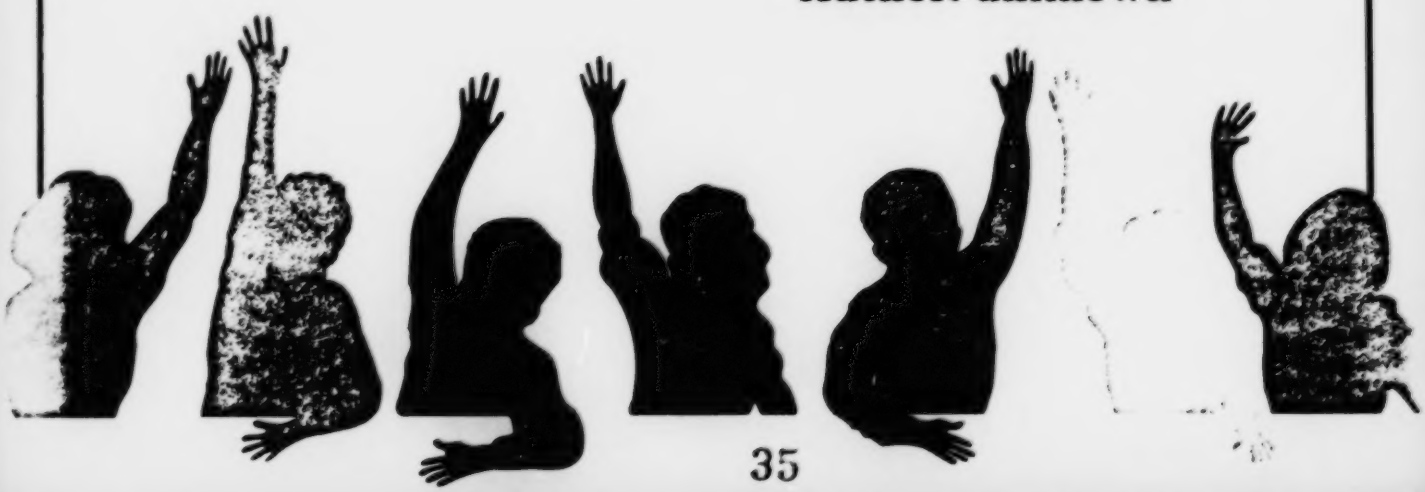
Shared By: the Neon Team of Haltom Middle School
Judy Brodigan, Marti Burch, Brenda Deering, Barbara Hargrove, Stephanie Joseph, Tamara Kellberg, and Sheila Spay.

In order to insure your success in parenting we have provided and equipped a Parenting Kit for your frequent use. Consistent and continued use of the tools in this kit are guaranteed to make you an effective parent.

Toothpick	To help you "pick out" the good qualities in your child.
Button	To remind you that sometimes you need to "button your lip" and listen.
Hugs and Kisses	To remind you of the powers of hugs and kisses.
Band Aid	To help heal all life's hurts...including feelings!
Eraser	To erase mistakes you make along the way.
Rope	To remind you that when you get to the end of your rope just tie a knot and hang on !

Your Frequent use of these simple tools guarantees parenting success !

Author: unknown



Book Report Criteria

The report will be in two parts: 1 a written part
2 a project that represents your book

The written part must include:

1. Title
2. Author
3. Main Character (s)
4. Secondary Character
5. Discuss the setting (where and when)
6. Choose one of the following-
    a. List 2 words that show how you feel about the book. Explain why you feel this way.
    b. Write down 2 possible new titles for the book. Explain.
    c. Write your own ending. Explain why your ending is the one the publisher should print.
7. Critique the book, for example tell if the book was interesting, easy to read, realistic, or funny. Explain why you evaluated the book the way you did.

Suggestions for a project that represents your book(choose one or you may think of one):

1. A piece of cloth with a sewn or painted design or picture on it.
2. A diorama
3. An object that illustrates the story in the book.
4. A dish of food mentioned in the story.
5. A sketch of how you think the main character looks.

This assignment is due Tuesday, December 6, 1994.
You are to take this sheet home with you to have it signed Monday, November 14, 1994. The signature and this paper is part of your report. I want this returned to me no later than Wednesday, November 16, 1994.

Parents/Guardians,

To indicate to me that you are aware of the assignment please sign below. Thank you for supporting your child and being active in their education.

Mrs. Brenda Doerry

COME TO WORK ON YOUR PROJECT ON PARENT-STUDENT PROJECT NIGHT!

3:15-5:00 P.M.
I WILL WORK WITH STUDENTS WHOSE PARENTS CANNOT ATTEND.

6:00-8:00 P.M.
STUDENTS AND PARENTS WORK TOGETHER TO COMPLETE A PROJECT.

AFTER 5:00 I WILL ONLY WORK WITH STUDENTS WHO HAVE THEIR PARENTS WITH THEM!

INTERDISCIPLINARY UNIT

Concept:

Unit Title:

Generalizations:

Team Objectives:

Subject Objectives:

English

Reading

Mathematics

Science

Social Studies

Questions To Be Answered

1. How can I learn more efficiently on my own?
2. How can I organize my material to make learning easier?

CHARACTERISTICS OF EFFECTIVE INTERDISCIPLINARY UNITS

- RELEVANT AND INTERESTING TOPICS
- CLEAR GOALS AND OBJECTIVES
- A VARIETY OF TOPICS, STRUCTURES, ACTIVITIES AND GROUPING
- CHOICE OF TOPICS, PROJECTS, AND GROUPING
- APPROPRIATE AND ADEQUATE TIME
- PROCESS AND PRODUCTS
- CULMINATING EVENTS
- GROUP COOPERATION
- SHARING
- COMMUNITY INVOLVEMENT

CONCEPTS FOR INTERDISCIPLINARY UNITS

Aristocracy
Astronomy
Beauty
Being
Cause
Chance
Change
Citizen
Communication
Courage
Customs
Democracy
Desire
Dialectic
Duty
Emotion
Eternity
Evolution
Family
Fate
Form
Good/Evil
Happiness
Honor
Immortality
Infinity
Judgement
Justice
Knowledge
Labor
Language
Law
Liberty
Life/Death
Logic
Love
Matter
Metaphysics
Mind
Monarchy
Nature
Necessity/Contingency
Oligarchy
One/Many
Pleasure/Pain
Progress
Reasoning
Religion
Revolution
Rhetoric
Science
Sense
Signs/Symbols
Sin
Soul
Space
State
Temperance
Theology
Tome
Truth
Tyranny
Virtue/Vice
Wealth
Will
Wisdom
World

CONCEPTS FOR INTERDISCIPLINARY UNITS

Aristocracy
Astronomy
Beauty
Being
Cause
Chance
Change
Citizen
Communication
Courage
Customs
Democracy
Desire
Dialectic
Duty
Emotion
Eternity
Evolution
Family
Fate
Form
Good/Evil
Happiness
Honor
Immortality
Infinity
Judgement
Justice
Knowledge
Labor
Language
Law
Liberty
Life/Death
Logic
Love
Matter
Metaphysics
Mind
Monarchy
Nature
Necessity/Contingency
Oligarchy
One/Many
Pleasure/Pain
Progress
Reasoning
Religion
Revolution
Rhetoric
Science
Sense
Signs/Symbols
Sin
Soul
Space
State
Temperance
Theology
Tome
Truth
Tyranny
Virtue/Vice
Wealth
Will
Wisdom
World

SIMPLE → COMPLEX

	BASIC	
	KNOWLEDGE	**COMPREHENSION**
1. Travel Investigation **a. Documentation** **b. Preparation** **c. Correspondence**	1.Collect information about a country from tourist information burea. (Eng) * Letter	Review and identify information found in a travel brochure. (Eng) *List
2. Geography **a. Climate** **b. Location** **c. Time Zones** **d. Natural Resources** **e. Floral/fauna**	7. List the biomes and key characteristics of each (Sci) *List	8. Explain how latitude and altitude affect biomes. (Sci) *Report
3. Cultures **a. Languages** **b. Religion** **c. Dress** **d. Customs** **e. Education**	13. Gather information about a country using a database and library research (SS) *study guide	14. Translate Roman numerals into our numeral system (Math) *Activity sheet
4. World Interdependence **a. Languages** **b. Transportation** **c. Money/Economics** **d. Tourism** **e. Smuggling**	19. List the countries and languages spoken. (reading) * Chart	20. Conclude which langauges are most universal. (reading) *Graph
5. Exploration (theme) **a. Requires taking risk** **b. Confronts unknown** **c. New findings** **d. Confirms findings** **e. Requires leadership**	25.	26. Translate into English a Few phrases necessary to communicate. (Eng) *Dictionary
6. Independent Study **a. option 1** **b. option 2** **c. option 3** **d. self-directed**	31.	32.

Adapted from the Jim Curry Model

BEST COPY AVAILABLE

ABSTRACT			
APPLICATION	**ANALYSIS**	**SYNTHESIS**	**EVALUATION**
3. Construct a postcard relating to you country. (reading) *Postcard	4. Compare and contrast a postcard and a lette: . (reading) *Bullet chart	5. Design a Travel Brochure. (ENG) *Brochure	6. Determine a flight plan and calculate cost per mile. (math) *travel map
9. Use a world time zone map to caluculate time differences b/w countries. (SS) *chart/table	10. Compare and contrast food chain, food web, and energy pyramid (Sci) *Paragraph	11. Synthesize climate, culture, and itinerary to pack of the trip. (SS) *suitcase collage	12. Deceide if laws to protect endangered species and wilderness areas are necessary. (Sci) *News or TV story
15. Exhibit and construct a costume from their country. (SS) *paper doll	16. Compare and contrast required education in the US and a country of your choice. (SS) *venn diagram	17. Plan and set up a World Bazaar (reading) *Exhibit	18.
21. Summarize the need for a passport/custom system to control travel and importation of goods. *poster	22. Determine type of transportation needed for touring this country. ENG) *Report	23. Predict what would happen if all countries spoke the same langugae. (reading) *song, poem or rap	24. Determine the best value of different currencies. (math) *traders ,market
27.	28.	29.Investigate the cost of their trip. (math) *travel itinerary	30. Predict how you would have to adapt if you were a foreign exchange student in your country. (SS) *Report
33.	34.	35. Design an invitation to the World Bazaar. (Eng) *Invitation	36.

Adapted from the Jim Curry Model

ASK THE TEACHER ABOUT COOPERATIVE LEARNING !

A questionnaire for teachers based on Bloom's Taxonomy

K N O W L E D G E

In your own words, define Cooperative Learning.

C O M P R E H E N S I O N

Explain how Cooperative Learning could be used in your classroom to help students work together to achieve learning goals and develop interactive skills.

A P P L I C A T I O N

Review the research finding and/or what the published literature has to say about Cooperative Learning. Use the facts gained to make a list of "Ten Things Teachers Need To Know before Moving Into Cooperative Learning.

A N A L Y S I S

Compare and contrast Cooperative learning and traditional "group work" groups.

S Y N T H E S I S

Plan a Cooperative Learning activity appropriate for your class.

E V A L U A T I O N

Determine three strengths and three weaknesses of Cooperative Learning . Combine the two lists and rank order the listing according to their importance to group success. Give reasons for your ranking of the first and last on your list.

PITFALLS TO AVOID WHEN MOVING INTO COOPERATIVE LEARNING

1. Moving too fast. Take time to know each other, to be aware of differences within the group, and to establish mutual trust and acceptance.

2. Insufficient teacher planning, with lack of attention to detailed step-by-step lesson plans and to goal expectancies.

3. Lack of clarification of goals and student expectancies.

4. Unrealistic goals requiring student behaviors and achievements beyond the student's normal performance level.

5. Poor understanding of role definitions, with undefined specifications of the expected functions of individual group members.

6. Limited or no access to materials needed for task completion.

7. Underestimating the significance of individual differences within groups and neglecting to plan for the effect of these differences. Blending the serious student, the class clown, the disruptive student, the self appointed group leader, and the shy and aggressive personalities in to a homogeneous group in which cooperative learning can flourish is no easy task.

8. Lack of flexibility in plans to allow for the setbacks or teachable moments that appear at the most unexpected times or in the most unexpected ways when people of any age work together with common goals.

9. Lack of commitment to try, try again when at first cooperative learning groups are not as smooth or productive as hoped. All new approaches to classroom management and student interaction require some getting used to and some trial-and error attempts.

Planning and Implementing Cooperative Learning Lessons

- Identify a lesson appropriate for cooperative learning
- Make organizational decisions
- Establish objectives and tasks
- Plan for monitoring and processing
- Plan for evaluating the effectiveness of the lesson

By Tamara Keilberg

Decision Making Information For Cooperative Learning

Group Size

When making decisions about group size, the teacher should consider five variables:

- students' academic and social skills
- amount of time students have to work
- nature of the task
- opportunity for reach student to talk and exchange ideas
- quantity of material to be covered

Group Assignment

When deciding how to assign students to groups, the teacher should consider these points:

- Each student has different strengths and weaknesses.
- Heterogeneous groups are most powerful.
- Groups can be heterogeneous on several different variables: ability, sex, ethnic background, perspective, and language.
- The teacher is responsible for making group assignments and so must consider all these points. Left to form their own groups, students choose to work with friends, and the resulting homogeneous groups limit student' learning experience.

Room Arrangement

When arranging the class room, provide an environment that supports and encourages cooperation:

- Students in groups need to be close to one another to share materials and exchange ideas quietly.
- To decrease intergroup distractions, allow space between groups; you can then easily circulate among them.

Materials

The distribution of materials can reinforce the message of positive interdependence:

- With one set of materials per group, students must share and interact frequently.
- Provide each student with a different part of the materials or information (jigsawing) requires students to learn specific portions of the lesson content and to reinforce what they have learned with their peers.
- One set of materials per student allows each to have a copy to review and study.

Roles

Roles assignments reinforce the message of positive inter interdependence because success depends on each group member performing his or her role. Also, role assignments can further emphasize the need to use the social skills included in the lesson.

- The roles must by taught and clearly understood by the students.
- To give each student a chance to perform different functions, rotate the role assignments.
- Examples of roles that support social skills are encourager, checker, and observer. Examples of roles that work skills include recorder, reader, and runner.

Objectives and Tasks Planning Sheet

Academic and Social Skills Objectives

1. *Identify and write the academic and social skills objectives of the lesson.*

2. *Using language your students will understand; write statements that explain the tasks students will complete to achieve these objectives.*

Criteria for Success

1. *Identify the criteria for success for this lesson.*

2. *Write the statements you will use to explain the criteria for success to your students.*

Positive interdependence

1. *Identify the types of positive interdependence you want to use for your lesson:*

   - ☐ one paper from the group
   - ☐ each member gets the same reward (grade, privilege)
   - ☐ fantasy interdependence (we are surrounded by alligators...)
   - ☐ desks clustered, circular table, etc.
   - ☐ each member has a specific job
   - ☐ assign roles
   - ☐ team name, song, logo, etc.
   - ☐ outside-enemy interdependence (a threat, real or imagined)
   - ☐ each person has only part of information (jigsaw)
   - ☐ others _____

     _____

2. *Using Language your students will understand, write statements to explain the positive interdependence in terms of what the groups are to do and why.*

Individual Accountability

1. *Identify the types of individual accountability you are using:*

- ☐ signatures
- ☐ individual quiz
- ☐ test
- ☐ random selection of one paper from the group for grading
- ☐ random quizzing (oral)
- ☐ individual homework
- ☐ peer editing
- ☐ others _____

_____

2. *Using language your student will understand, write the statements you will use to tell how students must demonstrate their mastery of the material.*

Expected Behaviors

1. *Identify the appropriate work and social behaviors that you wish students to engage in during this lesson.*

   - ☐ moving into groups quickly and quietly
   - ☐ staying with group
   - ☐ talking quietly
   - ☐ taking turns
   - ☐ sharing materials
   - ☐ listening
   - ☐ praising others
   - ☐ encouraging participation
   - ☐ checking for understanding
   - ☐ offering ideas
   - ☐ asking for help
   - ☐ criticizing ideas, not the person
   - ☐ paraphrasing
   - ☐ summarizing
   - ☐ challenging ideas
   - ☐ reaching a consensus
   - ☐ others

2. *Using Language your students will understand, explain the specific behaviors you expect.*

Consider this ...

- *What do you need to do next?*
- *Tell me how you did that.*
- *What do you think would happen if?*
- *When have you done something like this before?*
- *How would you feel if _____?*
- *Yes, that's right, but how did you know it was right?*
- *When is another time you need to?*
- *What do you think the problem is?*
- *Can you think of another way we could do this?*
- *Why is this one better than that one?*
- *How can you find out?*
- *How is _____ different (like) _____?*

Disagreement Survey
For Cooperative Learning Groups

Group Questions

- *Who did you have a disagreement with and why?*

- *Give one to three reasons why you got angry.*
  1.
  2.
  3.

- *Give one to three reasons why the other person got angry.*
  1.
  2.
  3.

- *Did fighting solve the problem for either of you?*

- *What three things would you do differently if this situation came up again?*
  1.
  2.
  3.

- *What could you say to the other person to help them understand you better?*

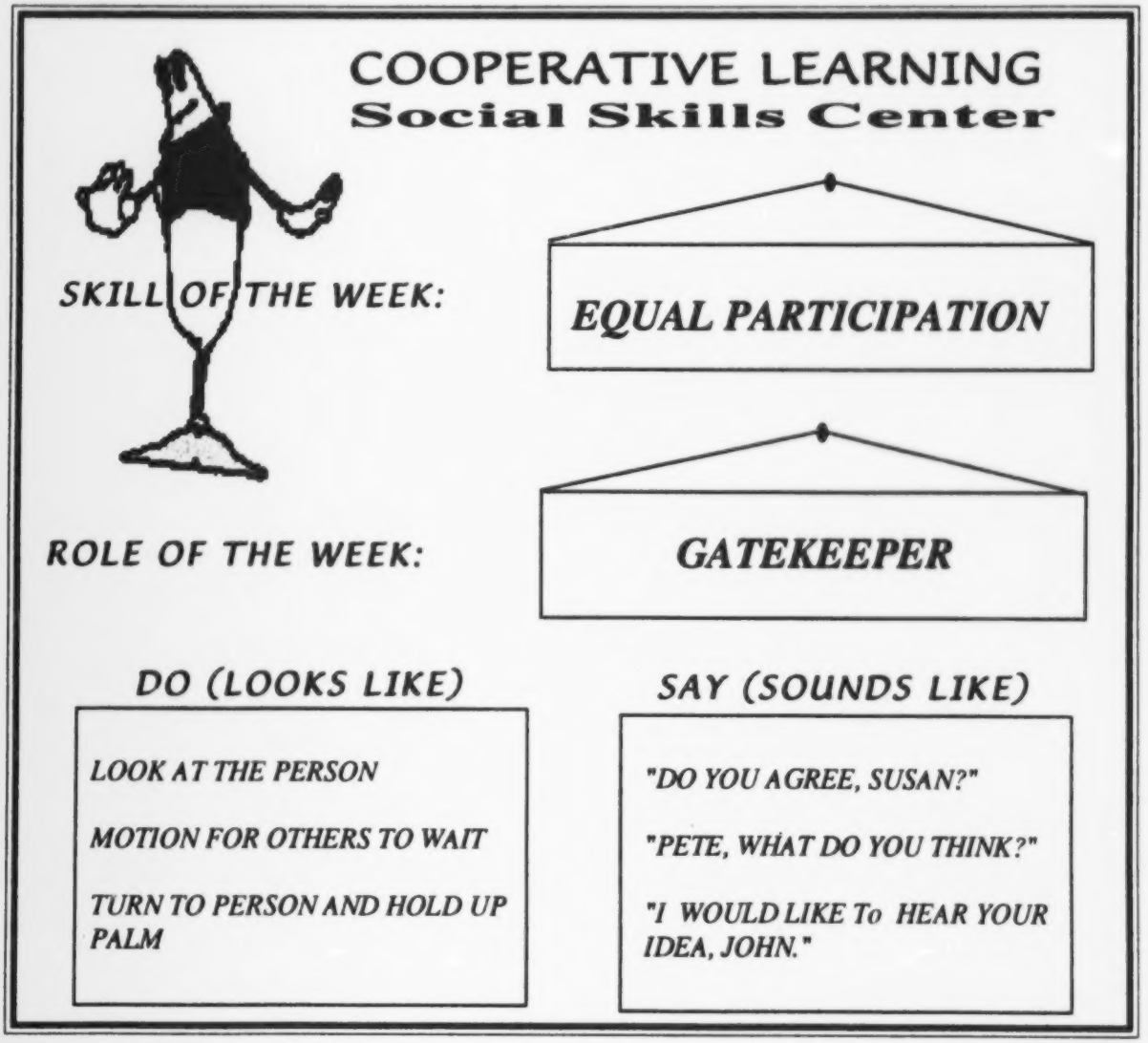
SOCIAL SKILLS AND CORRESPONDING SOCIAL ROLES

SOCIAL SKILL	CORRESPONDING ROLE
Encouraging Others	Encourager
Praising Others	Praiser
Celebrating Accomplishments	Cheerleader
Equalizing Participation	Gatekeeper
Helping	Coach
Asking for Help	Question Commander
Checking for Understanding	Checker
Staying on Task	Taskmaster
Recording Ideas	Recorder
Reflecting of Group Progress	Reflector
Not disturbing Others	Quiet Captain
Efficiently Distributing Materials	Materials Monitor

SET UP A SOCIAL SKILLS CENTER

The social skills center consists of a place to record and post the name of the Skill of the week, the name of the role of the week, and gambits associated with the skill. The charts should be in a common area and also in each team members room.

1. As a Team choose a Skill of the Week.
2. Each team member introduces the Skill of the Week.
3. Assign roles in your classroom and develop gambits.
4. Model and reinforce the skill in each class.
5. Reflect as a team on the value of the skill.



Neon Social Skills

Skill : Inner Voice
Role : Quiet Captain

A quiet captain makes sure the team does not talk loudly enough to be overheard by other teams. A 12"inch voice is the only voice acceptable for the group to use. It is the job of a quiet captain to keep voices in the 12" range. Say gambits like," Were getting to loud, let's use 12" voices."

Neon Math Social Skills

Skill : Encouraging othes
Role : Encourager

An Encourager brings out the reluctant student, and attempts to motivate the team if it gets bogged down. An encourager goes to work before a student has spoken, with gambits like," Let's listen to Pete."

Neon Social Skills

Skill :	**Equalizing Participation**
Role :	**Gatekeeper**

A Gatekeeper equalizes participation. If one student is talking too much and another very little, a gatekeeper literally shuts the gate for one and opens it for another using gambits like," That is very interesting, Joe. Sally, what is your opinion?" "Bill, do you agree with the point that Pat just made?"

Neon Social Skills

Skill : Staying on task
Role : Taskmaster

A taskmaster keeps the group on task. It is important to distinguish positive and negative gambits for a taskmaster; they are to say gamits like, " We have not done problem three yet", but not things like, "Stop fooling around." Always be positive !

NEON MASTERY STRUCTURE

4S BRAINSTORMING

BRAINSTORMING IS ONE OF THE MOST EFFECTIVE WAYS TO GET A GROUP TO OPEN THE DOORS OF CREATIVITY.
AN EFFECTIVE FORMAT FOR BRAINSTORMING IS FOR STUDENTS TO TAKE ON AN ASSIGNED ROLE.

ROLES:

1. SPEED CAPTAIN... PUTS ON THE TIME PRESSURE. SAYS THINGS LIKE, "LET'S HURRY".

2. SUPPER SUPPORTER... MAKES SURE ALL IDEAS ARE ENCOURAGED AND NO IDEAS ARE CRITICIZED. SAYS THINGS LIKE. "ALL IDEAS ARE GREAT".

3. CHIEF OF SILLY... ENCOURAGES CREATIVE IDEAS, HELPS CREATIVITY AND THE RANGE OF IDEAS. SAYS THINGS LIKE, " LET'S HAVE A CRAZY IDEA".

4. SYNERGY GURU... ENCOURAGES TEAM MEMBERS TO BUILD ON OTHERS IDEAS, YOU MAY GET YOUR BEST IDEA SPARKED BY SOMETHING SOMEONE ELSE SAYS. SAYS THINGS LIKE, " LET'S COMBINE THESE TWO IDEAS".

RECORDING: RECORD EACH IDEA ON A SEPARATE SLIP OF PAPER, SPELLING DOES NOT COUNT. WE ARE IN A RACE FOR TIME. JUST JOT DOWN THE KEY IDEAS THROWN OUT TO THE GROUP. THIS IS THE RESPONSIBILITY OF THE RECORDER. USE THE SLIPS OF PAPER TO ORGANIZE SIMILAR IDEAS, IDEAS THAT CAN BE COMBINED, AND TO CATEGORIZE IDEAS.

NEON MASTERY STRUCTURE

THINK-PAIR-SHARE

1. PROBLEM POSED BY TEACHER... EVERYONE LISTENS CAREFULLY.

2. THINK TIME... SILENT THINKING TO FORM A SOLUTION TO THE PROBLEM. NO TALKING WITH OTHERS DURING THIS STAGE.

3. PAIR WORK... WORK WITH ONE TEAM MEMBER SHARE IDEAS AND SOLUTIONS. AGREE UPON A SOLUTION. (IF ONLY 3 TEAM MEMBERS OR IN YOUR GROUP, ALL THREE WILL WORK TOGETHER DURING THIS STAGE.

4. SHARE WITH CLASS... AFTER YOU HAVE ARRIVED AT A SOLUTION, YOU WILL SHARE YOU ANSWER AND THE WAY YOU SOLVED IT WITH THE CLASS. ALL MEMBERS MUST PARTICIPATE IN SHARING FOR THE TEAM TO RECEIVE CREDIT FOR THE SOLUTION.

ROUNDTABLE

1. A PROBLEM IS POSED... IT WILL BE A PROBLEM WITH MORE THAN ONE SOLUTION.

2. STUDENTS CONTRIBUTE... STUDENTS MAKE A LIST ON ONE PIECE OF PAPER, EACH WRITING ONE ANSWER AND THEN PASSING THE PAPER TO THE PERSON ON HIS OR HER LEFT. THE PAPER LITERALLY GOES ROUND THE TABLE, THUS THE NAME___ROUNDTABLE.

3. TIME PRESSURE... MAY OR MAY NOT BE APPLIED. BE SURE TO LISTEN CAREFULLY TO INSTRUCTIONS.

4. RECOGNITION WILL BE GIVEN TO TEAMS WITH THE MOST SOLUTIONS.

NUMBERED HEADS TOGETHER

1. STUDENTS NUMBER OFF... EACH STUDENT ON THE TEAM HAS A DIFFERENT NUMBER. NUMBER 1-4. WHEN THERE ARE ONLY 3 MEMBERS TO A TEAM NUMBER 3 ANSWERS TO 3 AND 4.

2. TEACHER ASKS A QUESTION... EVERYONE THINKS ALONE ABOUT THE QUESTION UNTIL TIME IS CALLED. NO GROUP DISCUSSION AT THIS POINT.

3. HEADS TOGETHER... STUDENTS PUT THEIR HEADS TOGETHER AND MAKE SURE EVERYONE KNOWS THE ANSWER. THERE WILL BE A TIME LIMIT, SO USE TIME WISELY.

4. TEACHER CALLS A NUMBER... THE TEACHER WILL CALL A RANDOM NUMBER, AND THE STUDENTS WHO HAVE THAT NUMBER WILL RAISE THEIR HANDS. YOUR GROUP WILL BE EVALUATED BY WHAT THE CALLED ON NUMBER KNOWS, BECAUSE YOUR JOB WAS TO MAKE SURE EVERYONE IN THE GROUP HAD THE ANSWER.

How Inclusive Is Your Middle School?

By Jerome J. Schultz, Ph.D.

Inclusive schools share qualities that make them welcome places for students with a range of abilities and needs. What about your school? Find out with this self-evaluation. Below are ten areas of importance related to inclusion. Read each description of what research says inclusive schools are like; then, on a scale of 1-3, circle the score you'd give your school in each area. Use the following ranking for determining points:

3 VERY TRUE OF YOU SCHOOL
2 SOMEWHAT TUR OF YOUR SCHOOL
1 NOT AT ALL TRUE OF YOUR SCHOOL

STAFF ATTITUDES 3 2 1

Teachers and administrators firmly believe that inclusion imporves teaching and learning for all students. Teachers are comfortable working with students who have a variety of learning and behavioral needs.

STUDENT ATTITUDES 3 2 1

Friendships among 'special-education" and "regular" students are the norm. Instructional approaches such as cooperative grouping and peer tutoring are widely used to help all students learn from and get to know each other.

SUPPORT FOR STUDENTS 3 2 1

Your school had the staff and programs to serve a variety of students. You have special-education teachers and behavioral specialists to assess each student's strengths and areas of need. In the area of technology, for example, you have voice synthesizers, touch-sensitive keyboards, and other peripherals that enable physically challenged students to access computers which assist them in their learning.

SUPPORT FOR TEACHERS 3 2 1

Teaming is in place in you school, and teams have a daily planning time for discussing students' needs.Teachers are trained in different models of behavior management and in instructionsl approaches, such as cooperative learning, that help them teach students with a range of abilities.

SUPPORT FROM ADMINISTRATORS 3 2 1

The principal and other administrators are vocal supporters of inclusion. They lead the way in setting goals for integrating disabled students into classes and school activities. They acknowledge staff concerns about inclusion and work with teachers to solve problems related to disabled students' academic work or behavior.

CURRICULUM 3 2 1

Regular and special-education tachers work together to modify curriculum, as necessary, to accommodate individual student's needs; however, each exceptional student is challenged to the best of his or her ability. Teachers feel able to deliver individualized instruction without compromising the quality or rigor of the curriculum as a whole.

STUDENT ASSESSMENT 3 2 1

You use "authentic" reporting systems, such as portfolio assessment, to give a full picture of each student's progress.

PROGRAM AND STAFF EVALUATION 3 2 1

You have a system in place--such as an outside expert who observes on site--for evaluationg the school's success in providing for disabled students' social, emothional, and cognitive development. As part of yearly evaluations, teachers are rated on their success in teaching to a range of ability levels.

PARENT INVOLVEMENT 3 2 1

Parents of both disabled and nonhandicapped students know what inclusion is and how it can benefit all sutdents in the school. Parent representatives help draft grading and other kinds of policies. Parent volunteers work woth students in the resource room and in classrooms.

COMMUNITY OUTREACH 3 2 1

You use school publications and events, as well as local media--such as newspapers and cable television--to overcome stereotyped images of the disabled and help local citizens see that exceptional students are full members of your school community.

ASSESSING YOUR SCHOOL

Tally up the points to get a picture of your school's inclusiveness.

30-35: Congratulations! Your school is on its way to becoming a model of inclusionary practices. Work with your fellow colleagues and your principal to target any areas of need.

24-16: You've made a start, but your school needs to embrace inclusion more completely. Suggest forming a committee of special educators, subject-area teachers, and parents to tackle each area of need.

15-10: You've got some work to do in your school to create a welcoming environment for inclusion. Start with the most pivotal areas, such as building a positive staff attitude. Your interest in taking this survey and your willingness to answer honestly make you a natural champion of inclusion in your school.

Taken from November/December 1994 Middle Years

MAINSTREAMING SUCCESS TIPS

✔ Take a team approach to supporting middle school students with special needs. Placing a special-educa on teacher on the team helps the other members find ways to work more successfully with disabled students in their classes.

✔ Make accommodations for disabled students on an individual basis--such as creating learning contracts or sending students to the resource room to work on inappropriate behavior. Use daily team meetings to discuss students' problems and arrange accommodations for them.

✔ Schedule special-education teachers' time so they teach some classes in the resource room, but also go into classrooms to help regular and special-education students. This practice demystifies resource-room teachers and what they represent.

✔ Recognize that every member of the team must acknowledge the benefits of inclusion and support it. Mainstreaming takes time, effort, and genuine commitment from every middle school teacher.

1994 November/December *Middle Years*

INCLUSIONARY RESOURCE *IS NOT*:

elimination of all pull-out programs

placing all students in regular education classes without support

only a change in service delivery models

a set of activities or "a program"

reducing number of special ed staff

INCLUSIONARY RESOURCE *IS*:

a philosophy: all students belong together...all students can learn

a fundamental belief upon which all other decisions are made

a paradigm shift: from deficit model to growth model

part of the total shift toward effective instruction

a shift towards use of critical thinking skills vs. finite body of info

WHY INCLUSION?

LEGAL-CIVIL RIGHTS ISSUES

**1954 Brown vs. Board of Education : separate is inherently unequal.*
**1975 PL 94-142 : Least Restrictive Environment.*
**1990 IDEA: Individuals with Disabilities Education Act (new name for PL 94-142)*
**1993 Oberti vs. Clementon : upheld the right of students with disabilities to be educated in regular classrooms and placed burden of proof on school districts to prove separate placement to be better.*
**1995 Reauthorization of IDEA is expected to specifically address inclusion.*

RESEARCH-BASED ISSUES

**Less than 5% exit the special education system and return to the regular education system.*
**Among those classified as mildly or moderately disabled: only 57% ever graduate with a diploma or certificate of graduation; only 49% are employed between 1 to 2 years after graduation; 13.4% are living independently 2 years after leaving high school.*
**Federal regulation list 13 types of disabilities: the most subjective and widely interpreted is "Learning disability". According to most state definitions of L.D. - 80% of school populations could theoretically be identified as such.*
'Despite evidence that most special education students benefit from regular classrooms, only 5% of all Special Education students in Texas are taught in regular classrooms. This is the lowest rate in the nation.
**Meta-analysis of 15 years of research on effects of inclusive vs. segregated Special Education programs yields the following statement: "Segregation of special students in separate classrooms is actually deleterious to their academic performance and social adjustment , and that special students generally perform better on average in regular classrooms."*
**Standardized test results - non disabled students in inclusive classes out performed peers in "regular" classes.*

"OATMEAL" ISSUE

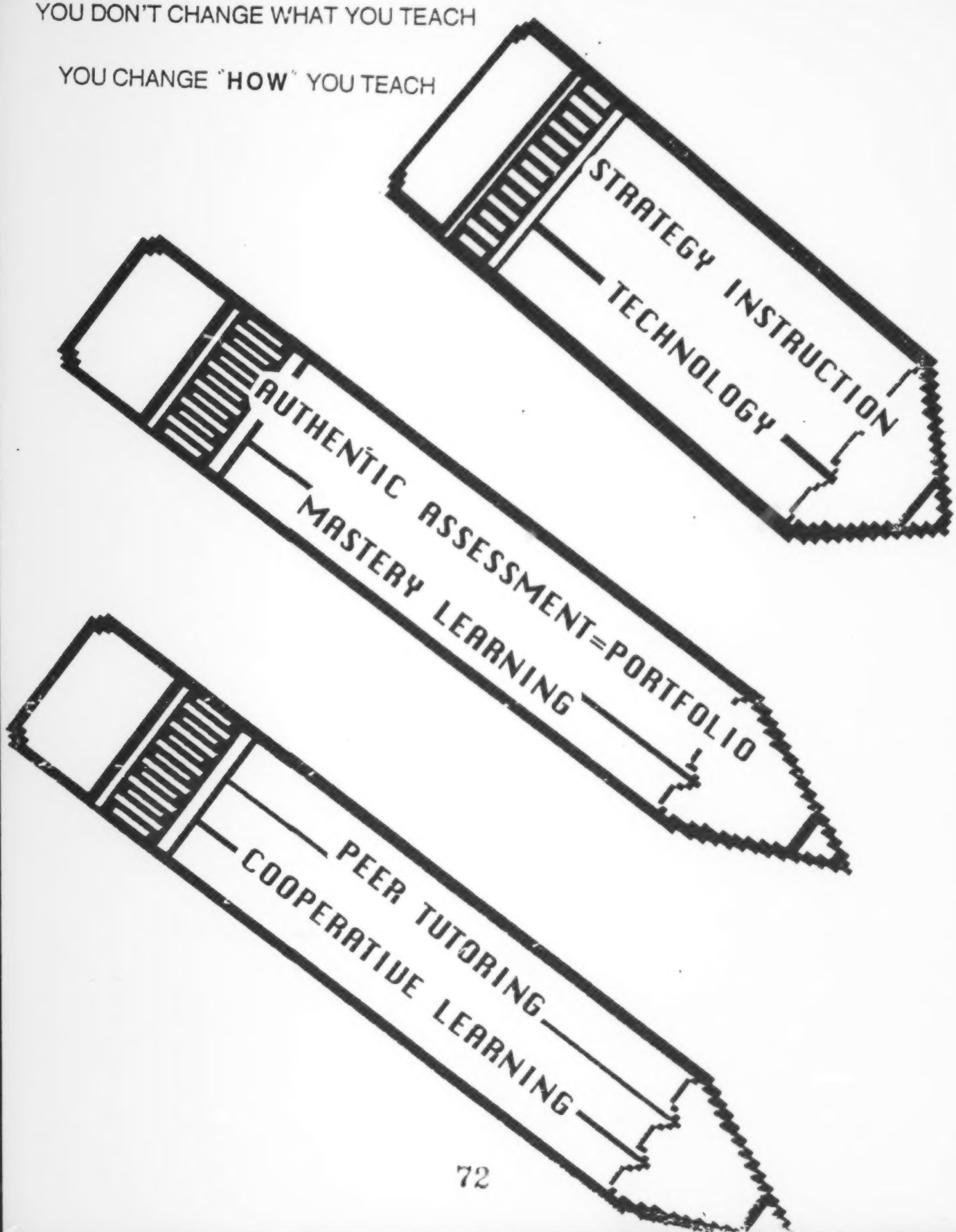
The purposes of inclusion are relevant to the needs of all children. The development of all children (ESPECIALLY MIDDLE SCHOOL) is enhanced by a sense of belonging, caring and community in their school.

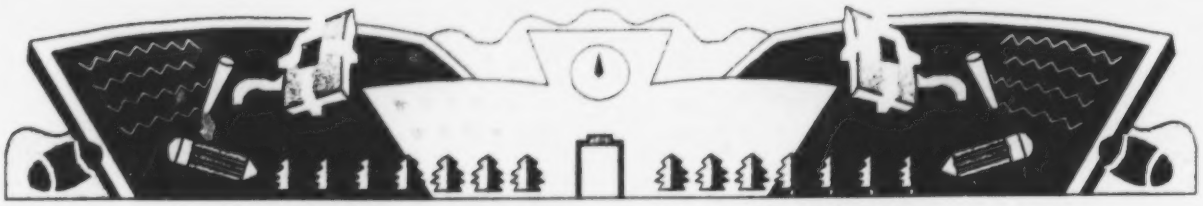
A review of the research on inclusionary programs produces 5 positive themes: 1)reduced fear of human differences, 2)growth in social cognition, 3)improved self-concept, 4)development of personal principles and 5)warm and caring friendships.

Why create a subsystem? Make the whole system better for all students.

YOU DON'T CHANGE WHAT YOU TEACH

YOU CHANGE "**HOW**" YOU TEACH





NOBODY ELSE OUTSHINES
NEONS

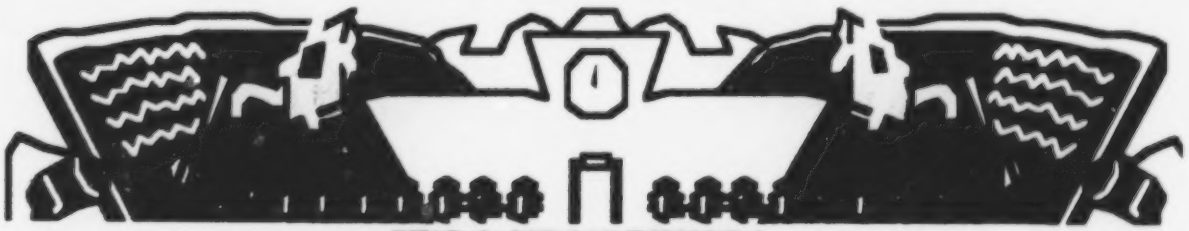
NEON SAM

STUDENT- PARENT
ASSIGNMENT
MANUAL

1994-1995

HALTOM MIDDLE
SCHOOL

THIS PAGE MUST BE SIGNED BY PARENT OR CONFERENCE MUST BE SCHEDULED !



IT'S A NEON THING !

THE RULES ACCORDING TO SAM

SAM IS A TOOL THAT ALL NEON TEAM MEMBERS ARE REQUIRED TO USE, COMPLETE, AND HAVE IN CLASS EACH AND EVERYDAY OF THE SCHOOL YEAR.
THE COST IS $3.00 . IF LOST, IT MUST BE REPLACED !

THE PURPOSE OF SAM :
A) TO TEACH RESPONSIBILITY
B) TO REMIND STUDENTS OF ASSIGNMENTS AND EVENTS
C) TO BE THE VITAL LINK OF COMMUNICATION BETWEEN PARENTS AND TEACHERS.

SAM IS CHECKED BY FIRST PERIOD TEACHERS EACH AND EVERY SCHOOL DAY.
REQUIREMENTS:
1) MUST BE FILLED IN COMPLETELY
2) MUST HAVE SAM IN CLASS
3) MUST HAVE A PARENT SIGNATURE ONCE A WEEK

PARENT SIGNATURE- On Monday the first-period teacher will issue a yield if there is no parent signature. Tuesday the first-period teacher will stamp SAM and issue a yield of there is no parent signature. Wednesday, if there is no parent signature a D-Hall will be given and the parent will be called. The second time this happens, a letter will be sent as a reminder of the contract.

IF SAM IS NOT IN CLASS AT THE DAILY CHECK, THE STUDENT WILL RECEIVE A 30 MINUTE D-HALL EACH TIME SAM IS ABSENT.
IF SAM IS LOST, IT MUST BE REPLACED WITHIN ONE WEEK; D-HALL WILL BE CHARGED UNTIL IT IS REPLACED.

SAM IS CHECKED ONCE A WEEK ON TUESDAY AND REWARD STAMPS ARE GIVEN BY ALL ACADEMIC TEACHERS
TWO STAMPS PER CLASS ARE POSSIBLE :
CRITERIA:
STAMP 1: IF ALL WORK IS TURNED IN AND COMPLETED SATISFACTORILY AND SAM IS PRESENT AND CURRENT AT THE TIME STAMPS ARE GIVEN.
STAMP 2: IF NO BEHAVIOR OR DISCIPLINE PROBLEMS HAVE OCCURRED DURING THE WEEK.

STAMPS ARE COUNTED EVERY THREE WEEKS: REWARDS INCLUDE SPECIAL EVENTS AND TREATS. STUDENTS WHO DO NOT HAVE THE REQUIRED NUMBER OF STAMPS ATTEND AN ACADEMIC STUDY HALL DURING THE REWARD TIME IN ORDER TO CATCH UP ON MISSING WORK.

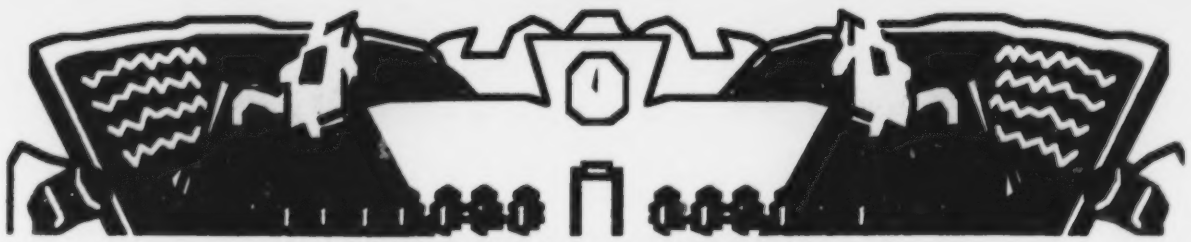
I HAVE READ AND DISCUSSED THIS SET OF RULES WITH MY CHILD. I ACCEPT THE TERMS IT STATES AND WILL SUPPORT THE NEON TEACHERS IN THIS EFFORT TO HELP MY CHILD.

- PARENT SIGNATURE: _____

IF YOU DO NOT ACCEPT THESE TERMS, YOU MUST CALL AND SET UP A TEAM CONFERENCE TO DISCUSS ALTERNATIVES. 831-5841. TEAM CONFERENCE IS AT 9:15 A.M. ON TUESDAYS.

Designed by Tamara Keilberg

BEST COPY AVAILABLE



IT'S A NEON THING !
NEON PARENT/TEACHER CONTRACT:
AS A PARENT OF A NEON TEAM MEMBER :

- I understand and will support the Neon Discipline Policy as stated in SAM.
- I will monitor my child assignments on a daily basis as recorded in SAM and will sign SAM once each week.
- I will communicate with the NEON team by writing notes in SAM.

BY AGREEING TO THESE PARENT RESPONSIBILITIES YOU WILL INSURE THAT THE NEON TEACHERS WILL...

- PROVIDE A STRONG LEARNING ENVIRONMENT FOR YOUR CHILD.
- PROVIDE A SAFE ATMOSPHERE FOR YOUR CHILD.
- ASSIST EACH STUDENT IN REACHING HIS/HER INDIVIDUAL POTENTIAL.
- STRIVE TO TRAIN YOUR CHILD TO BE A RESPONSIBLE AND ACCOUNTABLE STUDENT.

I have read this contract and agree to the terms stated.

Parent Signature: _____

If these terms are not acceptable, you must schedule a team conference to discuss alternatives. Call 831-5841. Team Conference time is at 9:15 a.m. on Tuesdays.

The Neon Teachers agree to follow this contract and do our best to effectively teach each student.

_____ _____ _____ _____ _____

Marti Burch Judy Brodigan Brenda Deering Barbara Hargrove Tamara Keilberg

The Administration agrees to follow the Neon Policies and Procedures as stated in this Contract and the SAM Contract.

_____ _____ _____

Jack Atkins, Principal Penny Pike, Asst. Principal Mark Smith, Asst. Principal

Designed by Tamara Keilberg

Neon Assignments for the week of:

Monday	
English	
Reading	
Math	
Science	
Social Studies	

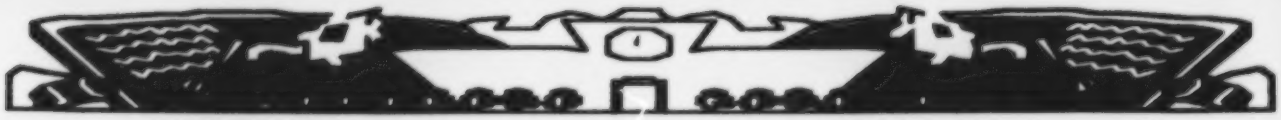
Wednesday	
English	
Reading	
Math	
Science	
Social Studies	

Tuesday	
English	
Reading	
Math	
Science	
Social Studies	

Thursday	
English	
Reading	
Math	
Science	
Social Studies	

Designed by Tamara Keilberg

BEST COPY AVAILABLE



Haltom Middle School home of the NEON team!

Friday	
English	
Reading	
Math	
Science	
Social Studies	

Student Records and Notes	
Date	**Comments and Notes**

Parent Signature :

X

Discipline Log

Date	Sign	Offense	Initials

Parent/Teacher Communications

English

Reading

Math

Science

Social Studies

©1994 Tamara Keilberg

Name

N E O N
DISCIPLINE MODEL

1. If a teacher places a YIELD sign on your desk, your behavior is interfering with the learning of others.

2. Ask yourself "How is my behavior disrupting the learning of other students?" Don not ask the teacher during class.

3. Stop the behavior which is disrupting the learning of other students.

4. Leave the YIELD sign alone. Do not disturb any signs. The signs are a reminder and a warning to stop disruptive behavior.

5. Remain after class and record the sign in SAM.

1. If a teacher places a STOP sign on your desk, this means stop all disruptive behaviors immediately. The teacher must protect the rights of students to learn !

2. Leave the stop sign alone. Do not disturb it. The sign is a reminder and a warning to stop disruptive behavior.

3. Remember: STOP sign = 30 minutes of NEON DETENTION.

4. Failure to stop disruptive behaviors will result in your removal from the classroom. Time out procedures will be followed.

5. Remain after class and record the sign and action in SAM.

1. If a teacher puts a RID sign on your desk, this means you have lost control.

2. Leave the room immediately and quietly for time outside the room and think about how you plan to get your behavior under control.

3. Remember: RID sign = 1 hour of NEON DETENTION.

4. Failure to regain control on your own will result in AEP or your parents sitting next to you in class.

5. Remain after class and record the sign in SAM. Action to be taken will be discussed after class only !

If you receive <u>any</u> sign during class you must remain after class to return the sign and then have the teacher sign your SAM. Failure to remain after class <u>will</u> result in additional Detention Time !

N *ecessary to be in seat on time!*

E *ssential to have all materials : SAM, book, pencil/pen !*

O *nly use language appropriate for the classroom !*

N *ever, never bring food, drinks, or gum in the classroom !*

S *how only respect for and attention to teachers, other students, and others !*

YIELD

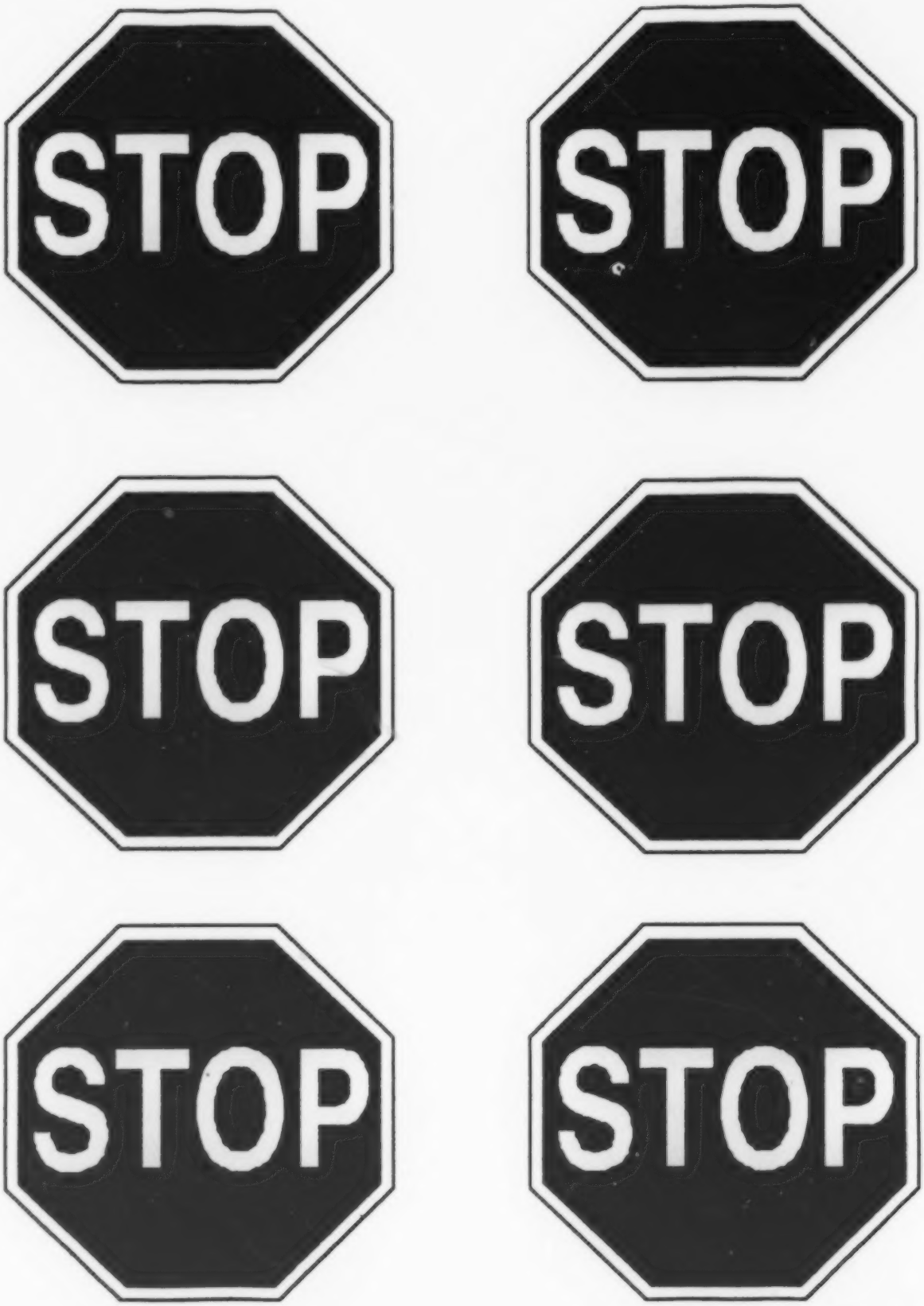
YIELD

YIELD

YIELD

YIELD

YIELD


STOP
STOP
STOP
STOP
STOP
STOP

RID

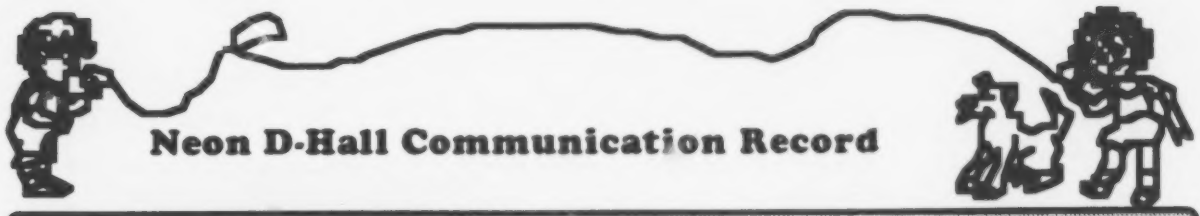
RID

RID

RID

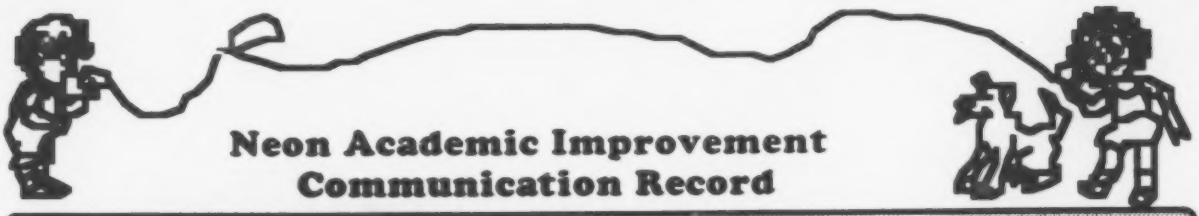
RID

RID



Neon D-Hall Communication Record

Date	Student Name	Behavior	D-Hall Date	Note Returned ?



Neon Academic Improvement Communication Record

Date	Student Name	Assignment to make up	Date/Time to attend	Note Returned ?

Neon D-Hall Notice

Yield, Stop, and Rid Procedures Were Followed As Stated in the Parent/Teacher Contract.

Name:

Has a D-Hall on:

Tuesday: **Thursday:**

Lasting: ☐ 30 Minutes ☐ 60 Minutes

Location of D-Hall

☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering ☐ Weaver

This D-Hall was given because: _____

BY:

☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering ☐ Weaver

Parent Signature Required:

This D-Hall is mandatory: Failure to attend for *ANY* reason will result immediate AEP.

©1994 Tamara Keilberg

Neon D-Hall Notice

Yield, Stop, and Rid Procedures Were Followed As Stated in the Parent/Teacher Contract.

Name:

Has a D-Hall on:

Tuesday: **Thursday:**

Lasting: ☐ 30 Minutes ☐ 60 Minutes

Location of D-Hall

☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering ☐ Weaver

This D-Hall was given because: _____

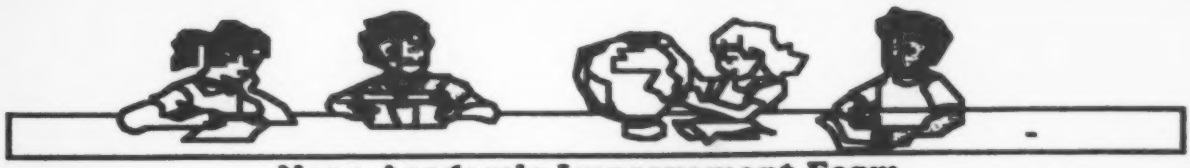
BY:

☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering ☐ Weaver

Parent Signature Required:

This D-Hall is mandatory: Failure to attend for *ANY* reason will result immediate AEP.

©1994 Tamara Keilberg



Neon Academic Improvement Form

Student Name _____ **Has been assigned to attend academic improvement.**

By: ☐ **Burch** ☐ **Brodigan** ☐ **Keilberg** ☐ **Hargrove** ☐ **Deering**

The Reason For Needing Academic Improvement is...			
☐ Not Completing Homework	☐ Test	☐ Make up	☐ Failing grade
☐ Not Completing Classwork	☐ Project	☐ Make up	☐ Failing grade

Assigned Date: _____

☐ **Morning: 7:30**

☐ **Afternoon: 3:15**

Comments

Parent Signature Required: _____

Failure to attend academic improvement assigned will result in disciplinary action.

©1994 Tamara Keilberg

Neon Academic Improvement Form

Student Name _____ **Has been assigned to attend academic improvement.**

By: ☐ **Burch** ☐ **Brodigan** ☐ **Keilberg** ☐ **Hargrove** ☐ **Deering**

The Reason For Needing Academic Improvement is...			
☐ Not Completing Homework	☐ Test	☐ Make up	☐ Failing grade
☐ Not Completing Classwork	☐ Project	☐ Make up	☐ Failing grade

Assigned Date: _____

☐ **Morning: 7:30**

☐ **Afternoon: 3:15**

Comments

Parent Signature Required: _____

Failure to attend academic improvement assigned will result in disciplinary action.

©1994 Tamara Keilberg

I Just Had to...

Name: | **Date:**

☐ Be Tardy ☐ Go to Locker ☐ Go to Bathroom ☐ Go to nurse

☐ Other Explain: _____

Why ? Because I...

Student Signature: _____

Action to be taken: ☐ Warning ☐ D-Hall ☐ Tub

Class: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering

©1994 Tamara Keilberg

I Just Had to...

Name: | **Date:**

☐ Be Tardy ☐ Go to Locker ☐ Go to Bathroom ☐ Go to nurse

☐ Other Explain: _____

Why ? Because I...

Student Signature: _____

Action to be taken: ☐ Warning ☐ D-Hall ☐ Tub

Class: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering

©1994 Tamara Keilberg

I Forgot it...

Name: | **Date:**

☐ Pen/Pencil ☐ Paper ☐ Book ☐ Classwork ☐ Homework ☐ S.A.M

☐ Other Explain: _____

Why ? Because I...

Student Signature:

Action to be taken:
☐ Warning ☐ D-Hall ☐ Tub

Class: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering

©1994 Tamara Keilberg

I Forgot it...

Name: | **Date:**

☐ Pen/Pencil ☐ Paper ☐ Book ☐ Classwork ☐ Homework ☐ S.A.M

☐ Other Explain: _____

Why ? Because I...

Student Signature:

Action to be taken:
☐ Warning ☐ D-Hall ☐ Tub

Class: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering

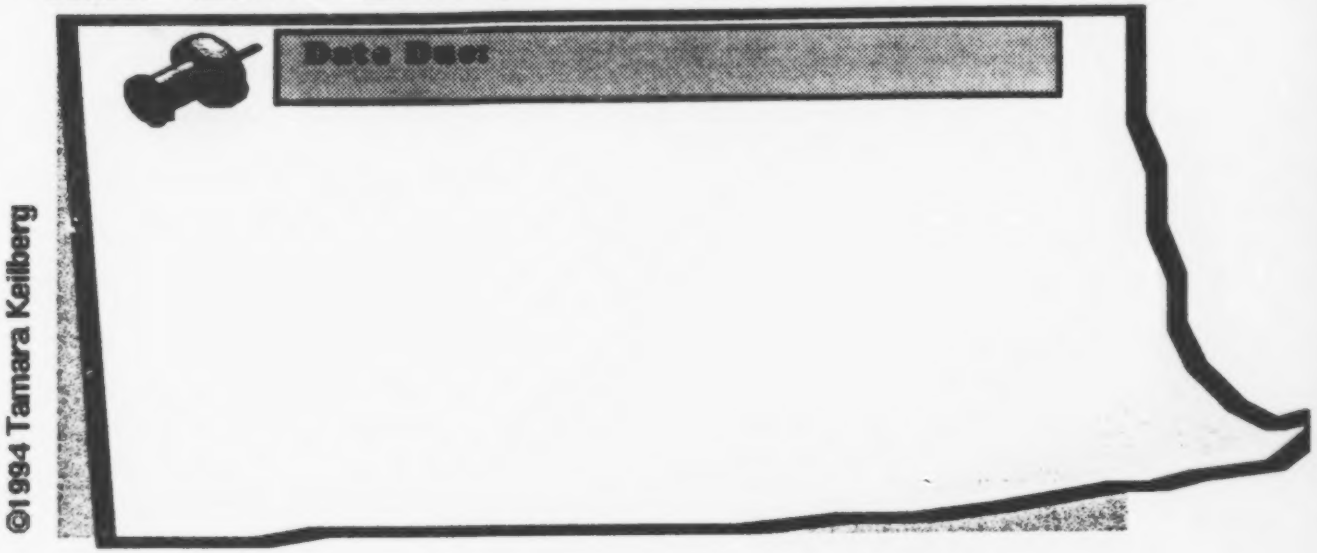
©1994 Tamara Keilberg

NEON MAKE-UP WORK

While you were gone... **Name:**

You missed the following assignments...

Class: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering



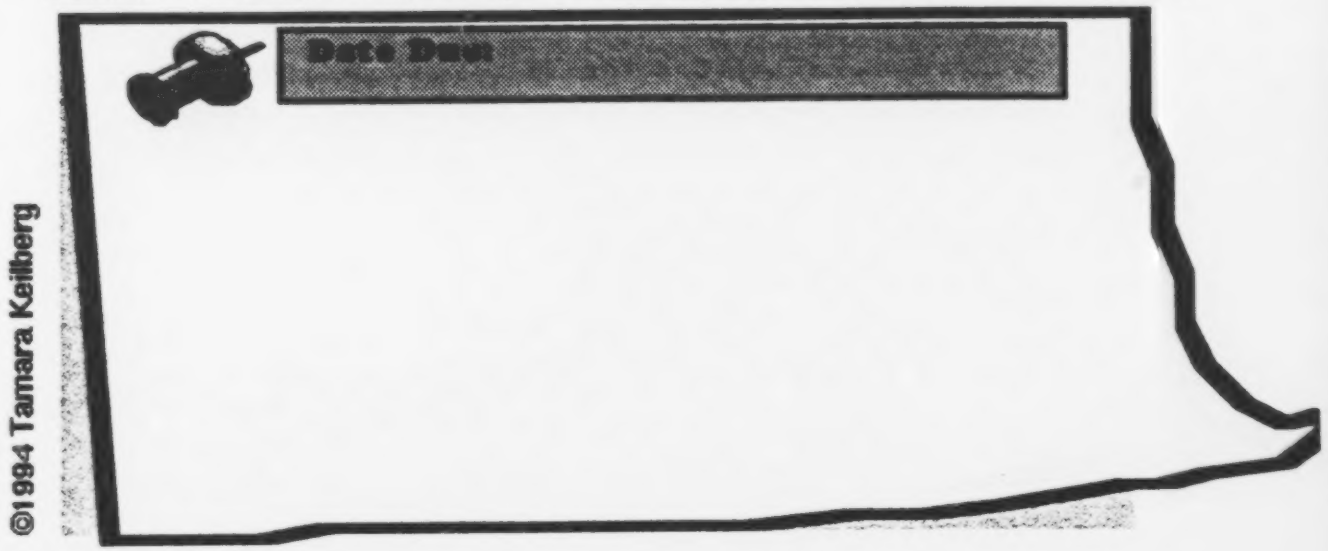
©1994 Tamara Keilberg

NEON MAKE-UP WORK

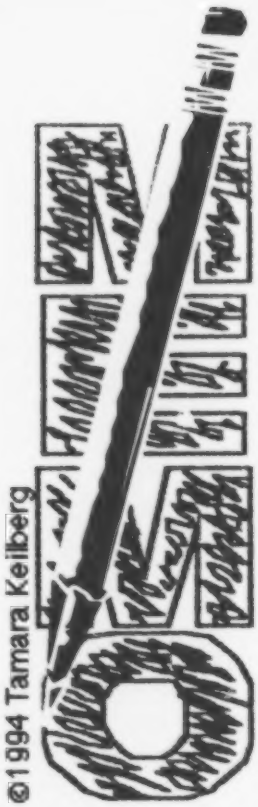
While you were gone... **Name:**

You missed the following assignments...

Class: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering



©1994 Tamara Keilberg



Neon U. O. Work

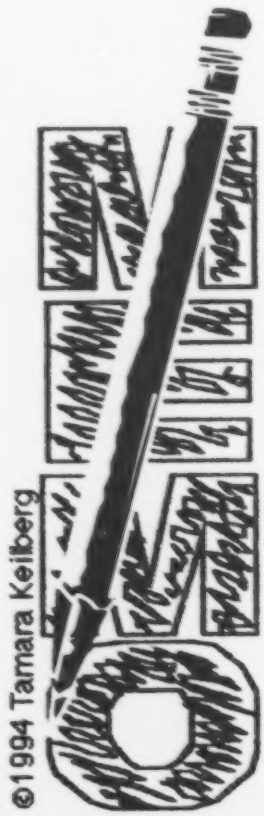
to: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering

Student Name:

Description of missing work:

Due by:

If this work is not turned in by the above date. The grade will be recorded as a *zero*. This work will not be accepted after this date.



Neon U. O. Work

to: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering

Student Name:

Description of missing work:

Due by:

If this work is not turned in by the above date. The grade will be recorded as a *zero*. This work will not be accepted after this date.

Neon Tutorials

Name: Beginning Date

You have been assigned to tutorials until further notice. They are required because you are either missing work or are maintaining an average of 75 or below in the classes assigned. This is your chance to improve your grades and/or get caught up in these classes.

This is mandatory: you must attend, immediate disciplinary action will be taken if you choose not to attend for ***ANY*** reason.... including I FORGOT !

Tuesday	☐ Burch	☐ Brodigan	☐ Keilberg	☐ Hargrove	☐ Deering	☐ Other	_____
Wednesday	☐ Burch	☐ Brodigan	☐ Keilberg	☐ Hargrove	☐ Deering	☐ Other	_____
Thursday	☐ Burch	☐ Brodigan	☐ Keilberg	☐ Hargrove	☐ Deering	☐ Other	_____

©1994 Tamara Keilberg

Neon Tutorials

Name: Beginning Date

You have been assigned to tutorials until further notice. They are required because you are either missing work or are maintaining an average of 75 or below in the classes assigned. This is your chance to improve your grades and/or get caught up in these classes.

This is mandatory: you must attend, immediate disciplinary action will be taken if you choose not to attend for ***ANY*** reason.... including I FORGOT !

Tuesday	☐ Burch	☐ Brodigan	☐ Keilberg	☐ Hargrove	☐ Deering	☐ Other	_____
Wednesday	☐ Burch	☐ Brodigan	☐ Keilberg	☐ Hargrove	☐ Deering	☐ Other	_____
Thursday	☐ Burch	☐ Brodigan	☐ Keilberg	☐ Hargrove	☐ Deering	☐ Other	_____

©1994 Tamara Keilberg

It's a Neon Thing

Members Present	
Marti Burch	831-4912
Tamara Keilberg	246-6546
Judy Brodigan	488-8528
Brenda Deering	485-5139
Barbara Hargrove	498-9160

Neon Team Meeting Minutes		
Recorded By: Judy Brodigan		
Date:	Time: 9:15	Place: C-5

Designed by Tamara Keilberg

It's a Neon Thing

Student Name:	Was Student Present ☐ Yes ☐ No

[redacted]	Members Present
Recorded By: Judy Brodigan	Marti Burch
Date:	Tamara Keilberg
	Judy Brodigan
	Brenda Deering
	Barbara Hargrove

Conference requested by: ☐ Parent ☐ Teacher

Purpose of Conference: ☐ Behavior ☐ Academic

Parent or Guardian in attendance ?

☐ Yes ☐ No ☐ By Phone

Names

Information Shared about student:

Recommendations:

Comments:

Designed by Tamara Keilberg

Designed by Tamara Keilberg

LESSON PLANS OF THE NEON TEAM	
Week of:	Interdisciplinary Unit
	☐ Title:

SPECIAL EVENTS THIS WEEK	
Date	Event

INTERDISCIPLINARY PLANNING MATRIX

Day	English	Reading	Math	Science	Social Studies
M					
T					
W					
T					
F					

BEST COPY AVAILABLE

Neon Detention Schedule

Dates and Locations	
Date	**Neon Detention Teacher**
August 29 and September 2	**Ms. Burch**
September 5 and September 9	**Ms. Hargrove**
September 12 and September 16	**Ms. Keilberg**
September 19 and September 23	**Ms. Brodigan**
September 26 and September 30	**Ms. Deering**

Reminder:

Failure to attend D-hall will result in AEP !!!!!!!!

Neon Detention Hall

Date:

Held by: ☐ Burch ☐ Brodigan ☐ Keilberg ☐ Hargrove ☐ Deering ☐ Weaver

Student	30 min	60 min	J. Brodigan	M Burch	B Deering	B Hargrove	T Keilberg	S Weaver	In	Out	Comments

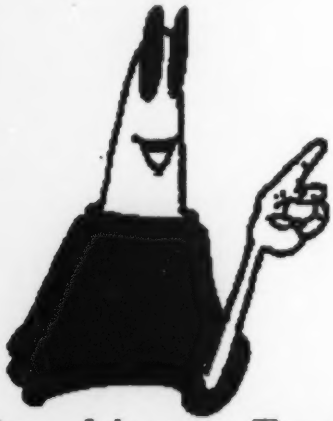
Designed by Tamara Keilberg

Parent Survey

Neon Team
Haltom Middle School

Child's Name:	Birth Date:
Mother's Name:	Father's Name:
Home Phone:	Work Phone:
Names of brothers and sisters:	
Language spoken in the home:	

Is there someone at home who can help your child with:	
Check	Subject
☐	English
☐	Reading
☐	Math
☐	Science
☐	Social Studies



Does your child have any physical concerns or special needs that the school shoud be aware of ?

- ☐ Special learning needs
  Explain: _____
- ☐ Wears glasses
  Explain: _____
- ☐ Had vision tested
  Explain: _____
- ☐ Digestive / Kidney problems
  Explain: _____
- ☐ Recommended Medication
  Explain: _____
- ☐ Special Needs
  Explain: _____

The Neon Team thanks you for your support in helping us to better serve your child.

Designed by Tamara Keilberg

Here are 12 reasons to subscribe to the *first in a series of quarterly newsletters.*

1. It is the ***best*** newsletter available that emphasizes the importance of teachers and education.

2. Current issues, trends, resources, and developments that affect your work will be discussed.

3. You will discover how to maximize your personal power and improve your professional performance.

4. Opportunities will be provided for you to learn successful strategies from other educators.

5. An ***"attitude adjuster"*** section will assist you through stressful days.

6. You will learn the importance of ***Living*** each day to the fullest by ***Learning***, ***Loving***, and ***Laughing***.

7. *You will love receiving this excellent publication for professiona' growth and personal satisfaction.*

8. Inspirational sayings and techniques will uplift you.

9. ***You can earn money*** by sharing extraordinary ideas.

10. Ways to ***"Connect Positively"*** with colleagues, parents, students, and community members will be conveyed.

11. Professional assistance will be provided through correspondence opportunities.

12. You are an educator who ***dares*** to make a ***difference***.

The cost? Reasonable of course. An individual subscription is $24.00 per year. An institutional subscription (5 copies received per issue) is $75.00 per year. Complete the attached form to be among educators who **dare** to make a **difference**.

Do not waste another minute--***Subscribe Today!!***

To subscribe, complete the form below and send your check, in the amount of **$24.00** (individual) OR **$75.00** (institutional--5 copies per issue) to: Neila A. Connors, ***Your Positive Connection***, Post Office Box 3809, Tallahassee, Florida 32315-3809. Florida residents add 7% sales tax. IF TAX EXEMPT, include tax exempt number _____

Please complete *ALL* information requested *AS NEATLY AS POSSIBLE*. Incomplete or illegible information may delay processing. Thank you.

Date _____ **Type of Subscription** ❑ Individual ❑ Institutional

Name (individual) OR **Contact Person** (institutional) _____ (Mr., Mrs., Dr.) (first) (mi) (last)

School _____ **Grade Levels** _____

Mailing Address _____ **Phone** _____ (work) (home)

(street #/street) **Birthday** _____

_____ (city) (state) (zip) **Total Years in Education** _____

Position _____

Bibliography

**Conners, Neila. *Positive Connections.*
P. O. Box 3809, Tallahassee, Florida
32315-3809.**

**Conners, Neila, Phillips, Jeanette, and Shewey, Kathy. *Success-Oriented Strategies for Teachers of Young Adolescents.*
National Middle School Association's pre-conference '94.**

**Engine-Uity, Ltd.Publishers of Educational
Materials, P.O. Box 9610, Phoenix
Arizona 85068. 602-997-7144.**

**Forte, Imogene and Schurr, Sandra L. *The Definitive Middle School Guide.* Incentive Publications, Inc.
Nashville, Tennessee, 1993.**

**Kagan, Spencer, Ph. D. *Cooperative Learning*
Kagan Cooperative Learning.27134
Pasco Espada, Suite 302, San Juan
Capistrano, California 92675.**

**Samara, John, and Curry, James, eds.
Writing Units that Challange: A Guidebook for and by Educators.
Portland, Maine: Maine Educators
of the Gifted and Talented, revised
1992.**

**Schultz, Jerome J., Ph.D. "How Inclusive is
Your Middle School?" *Middle Years***
**Scholastic Inc. 555 Broadway,
New York, NY 10012-3999.**

**Schurr, Sandra L. *Dynamite in the Classroom.*
National Middle School Association, 4807
Evanswood Drive, Columbus, Ohio 43229.**

**Taylor, Roger. *Strengthening English and Social Studies Instruction Using Outstanding Integraged,Thematic Teaching Strategies Resource Handbook.* Bellevue, Washington:
Bureau of Education and Research, 1992.**